MARY WASHINGTON COLLEGE

2001-2003 ACADEMIC CATALOGUE

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Contents

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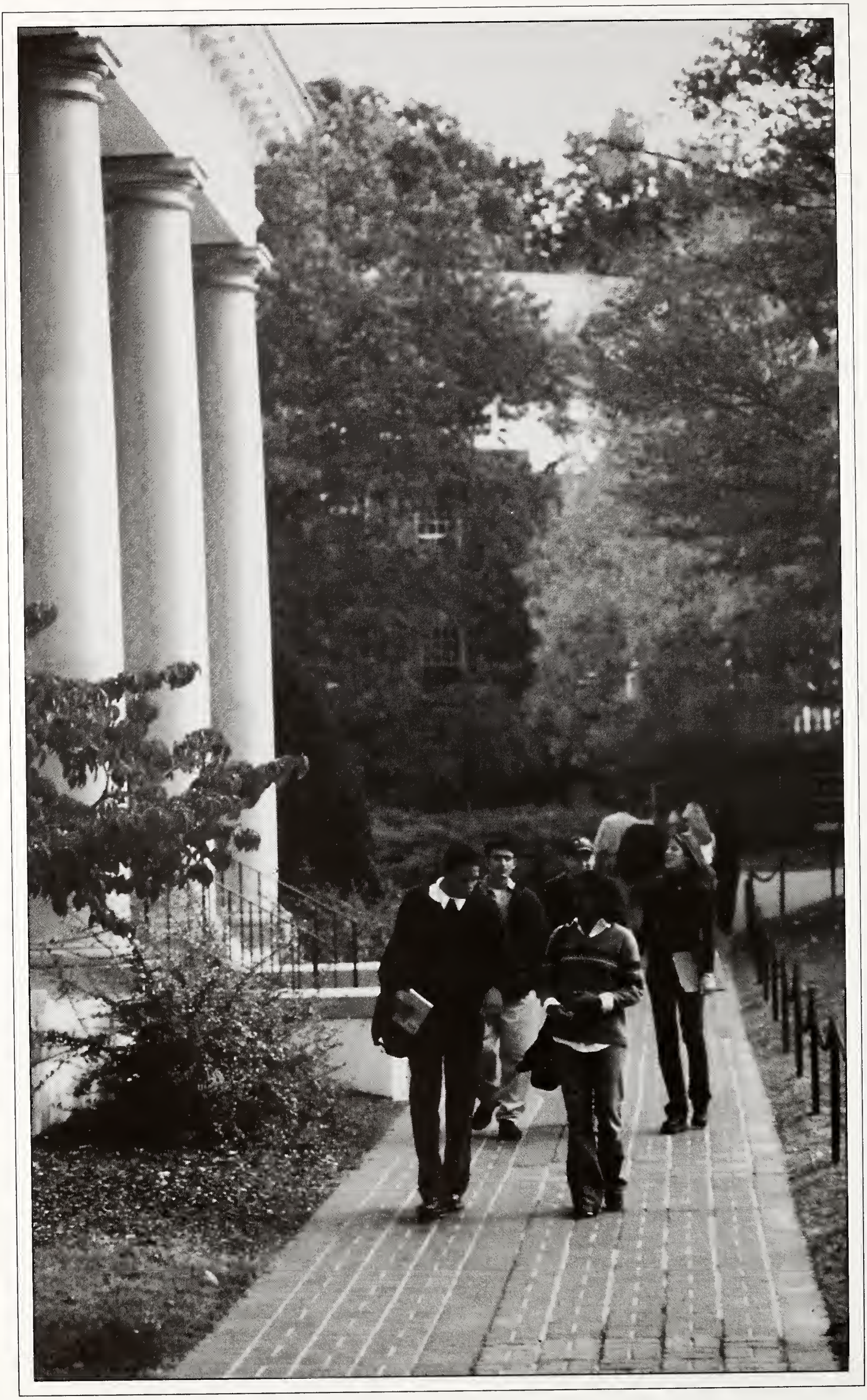
The *Academic Catalogue* of Mary Washington College includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the College.

Although the listing of courses in this *Catalogue* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the College, statements in the *Catalogue* do not constitute an actual or implied contract between the student and the College.

Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404/679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Bachelor of Professional Studies, Master of Science in Elementary Education, Master of Education, Master of Business Administration, and Master of Arts in Liberal Studies



The College

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Mary Washington College is a state-assisted, coeducational, predominantly undergraduate residential college of the liberal arts and sciences. Founded in 1908, it has evolved from a teacher's college, to a branch of the University of Virginia, to what it is today: one of America's outstanding institutions of liberal learning.

Throughout these changes in the College's mission, one characteristic has been constant: the commitment to academic excellence. Now more than ever, its high academic standard is widely acknowledged. Indeed, Mary Washington continues to be recognized as one of the nation's best small colleges by such authoritative publications as *U.S. News and World Report, Barron's Profiles of American Colleges, The Fiske Guide to Colleges,* and *The Princeton Review.*

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** which is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of Mary Washington College, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

STATEMENT OF MISSION

History and Development of the Institution

The College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. It was renamed Mary Washington College in 1938, after having undergone a transformation from a teacher's college to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Through an emphasis on quality, Mary Washington College attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately twenty-five percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both full-time and part-time commuting clientele, in part through the utilization of its resources in the evenings and on weekends. The limited graduate offering is designed in particular for part-time, commuting students, as is the Bachelor of Liberal Studies adult degree program.

To meet the diverse academic goals sought by students in today's society, Mary Washington College is organized into academic departments of one or more disciplines and offers more than thirty undergraduate programs in the liberal arts and sciences. The College awards five degrees at the Fredericksburg campus: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, Master of Arts in Liberal Studies, and Master of Science in Elementary Education. Through the James Monroe Center for Graduate and Professional Studies, located on a separate campus in Stafford County, the College offers a variety of professional certificates as well as three degree programs: Bachelor of Professional Studies, Master of Business Administration, and Master of Education.

To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington College works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad liberal education—that is, one based upon freedom of inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and co-curricular opportunities which together provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

Toward the achievement of those goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching, and, accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduates in research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns it has established undergraduate and graduate degree programs designed especially for adult part-time students and has developed a number of public service activities to assist in meeting special community needs.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new campus in nearby Stafford County). Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs appropriate to the region's economic development needs and to provide educational opportunities for the personal life-long learning and professional advancement objectives of the citizens of the region.

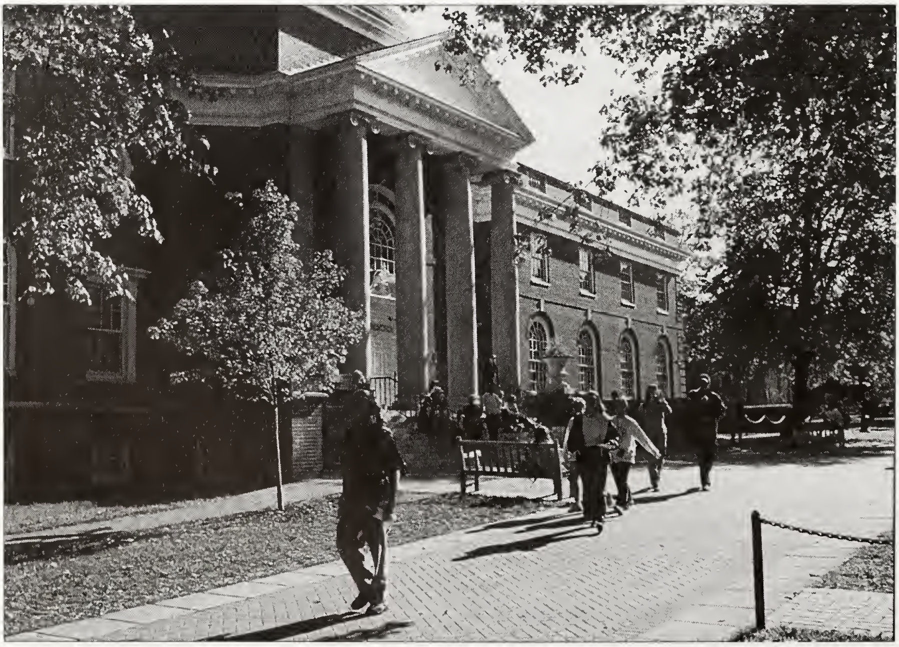
Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer to students learning opportunities that will provide them with a sound general education, sensitize them to their responsibility as citizens in the broader community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives. The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs of the institution.

Mary Washington College's public and community service activities, offered on and off campus, provide citizens with continuing educational opportunities and assist in meeting special community needs. The Center for Historic Preservation, designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions

As the College evaluates its offerings, it will build upon its high-quality liberal arts and sciences programs and propose curricular additions and adjustments specifically designed to meet new and increased demands. Mary Washington College will continue to emphasize residential undergraduate liberal education and will also offer compatible undergraduate and master's level programs designed primarily for commuting students.



COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that

> *Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:*
>
> - *The importance of personal integrity as reflected in adherence to the Honor Code,*
> - *The right of every individual to be treated with dignity and respect at all times,*
> - *The acceptance of and respect for diversity in our community and adherence to the College's Statement of Non-Discrimination, and*
> - *The freedom of intellectual inquiry in the pursuit of truth.*
>
> *As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.*

THE HONOR SYSTEM

Another element basic to the College's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at Mary Washington. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor trial is conducted by an elected Honor Council, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College, and the sanction will be noted on the student's permanent academic transcript. All students and faculty should understand that by joining Mary Washington College they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of Mary Washington is further enhanced by the very location and physical characteristics of the campus itself. Named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried nearby, the College is located in Fredericksburg, Virginia, a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their Georgian style of architecture, are interspersed along a wide brick Campus Walk which extends for over a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn, large wooded areas, and a formal rose garden.

The newly-opened Stafford Campus, located just to the north of the Fredericksburg campus, is situated on a 48-acre site surrounded by trees and close to many of the area's newly-developed residential communities. The campus location, parking and design have been carefully tailored to maximize convenience and educational quality for the adult commuting students while remaining faithful to the high aesthetic standards of the College. For more information about this campus, consult the *James Monroe Center Academic Catalogue.*

Two historic sites are closely affiliated with the College: Belmont, the home of artist Gari Melchers, and the James Monroe Museum and Memorial Library, located on the site of James Monroe's Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored eighteenth-century house and early twentieth-century artist's studio, which now serves as a gallery of Melchers' work. The James Monroe Museum exhibits the life and times of America's fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the MWC Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

Whatever degree program students may choose—and whether they reside on campus or commute—the aim of the College is not merely to insure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the College is much broader and ultimately more important: to insure the development of those skills of writing, speaking, and critical thinking which make possible a lifetime of creativity and intellectual development.

In short, Mary Washington College—through its rich history, its educational philosophy, and its exceptional environment for learning—offers today's students a superior opportunity for obtaining a broad liberal education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity which will provide the foundation for meeting the challenges and attaining the potentialities of the twenty-first century.

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STATEMENT OF NON-DISCRIMINATION

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the College

REFRIGERATOR

Admission and Enrollment

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ENROLLMENT OPTIONS

Mary Washington College offers a number of different enrollment options. Each is designed to meet the needs of a particular student population. The Fredericksburg campus offers degree programs and course work in the liberal arts and sciences, while the James Monroe Center for Graduate and Professional Studies, located on the campus in Stafford County, features professionally-oriented bachelor's and master's degree programs, along with certificate and licensure programs.

On the Fredericksburg campus, most students are enrolled in the traditional Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree programs. Students may enter these programs as freshmen, usually immediately following the completion of high school, or as transfer students entering from other two-year or four-year colleges or universities. Most B.A. and B.S. degree-seeking students are enrolled full time, although these programs may also be pursued on a part-time basis. The majority of these students also live in on-campus residence halls.

In addition, the Bachelor of Liberal Studies (B.L.S.) program is designed to meet the needs of men and women twenty-four years of age or older who have some college experience and wish to complete a bachelor's degree in the liberal arts or sciences. Some individuals under the age of 24, possessing an associate's degree or equivalent, may be allowed to enroll in the B.L.S. program. This program may be pursued on either a full-time or part-time basis.

A significant, and growing, number of students are enrolled through the College's James Monroe Center for Graduate and Professional Studies. The Bachelor of Professional Studies (B.P.S.) degree programs is for students who have a substantial amount of college experience and wish to complete a professionally-oriented bachelor's degree in Leadership and Management or Computer Technology. The B.P.S. program may be pursued on either a full-time or part-time basis.

The college also provides a number of graduate degree offerings through the James Monroe Center for Graduate and Professional Studies. The Master of Education (M.Ed.) degree can be pursued on a full-time or part-time basis. Two tracks are offered in the M.Ed. program: the post-baccalaureate initial teacher licensure with an M.Ed. option, or the M.Ed. for practicing teachers who already possess collegiate professional licensure and are seeking professional development, license renewal, or an added teaching endorsement. The Master of Business Administration degree (M.B.A) provides courses in management and leadership to experienced professionals on a part-time basis. A number of graduate degree programs from other universities are also offered.

The College also offers a variety of certificate programs designed to offer students specific competencies. Enrollment in the certificate programs is through the James Monroe Center for Graduate and Professional Studies.

Non-degree-seeking students are those who do not necessarily wish to earn a degree from Mary Washington College but who enroll in limited course work to satisfy particular needs or for general interest. The non-degree enrollment process is much simpler and less formal than that for the degree programs. Individuals may enroll as non-degree-seeking students for the regular session or the summer term on a space-available basis.

The enrollment procedures for each program are described in the following sections. Anyone considering applying to the College should consult the most recent publications of the particular program or contact the appropriate office for more information.

ADMISSION TO THE BACHELOR OF ARTS (B.A.) OR BACHELOR OF SCIENCE (B.S.) DEGREE PROGRAMS

Admission to the B.A. or B.S. programs is highly competitive. Candidates for admission should present evidence of sound academic preparation including solid performance in a challenging academic program. Standardized test scores, extra-curricular activities, essays, and other factors such as recommendations are also considered. The Admissions Committee offers admission to those candidates who not only meet the minimum requirements but who present the strongest overall credentials in the particular applicant pool.

To be admitted as a degree-seeking student in the B.A. or B.S. programs, an individual must submit an application to the Office of Admissions. The applicant must also provide official transcripts from all secondary schools and colleges attended, along with results of the SAT-I or ACT.

ADMISSION FOLLOWING HIGH SCHOOL

A student who wishes to enter Mary Washington as a freshman after graduating from high school should submit the application, along with a $35 non-refundable application fee or an official fee-waiver form approved by a high school guidance counselor. The applicant's high school should send an official transcript directly to the College. The applicant should also request that results of the SAT-I or ACT and any other tests be sent directly to Mary Washington College.

High School Preparation. Each applicant must have graduated from an accredited secondary school or the equivalent with credit for at least sixteen academic courses emphasizing college preparatory work. The Committee pays careful attention to the quantity and quality of the applicant's college preparatory curriculum.

Although the College does not require specific courses for admission, successful applicants usually have completed four years of English, three or more years of mathematics (including Algebra II), three or more years of laboratory sciences, three or more years of social sciences, and at least three years of one foreign language or two years each of two foreign languages. In addition to the core academic courses, elective credits earned in subjects such as art, computer science, drama, journalism, and music are appropriate. The College strongly recommends that candidates for admission pursue advanced, honors, Advanced Placement (AP), or International Baccalaurate (IB) courses when available. The Admissions Committee believes that the senior year in high school is extremely important and that central academic subjects such as English, mathematics, laboratory sciences, social studies, and foreign language should be continued through the final term.

Character, Personality, and Interests. The College welcomes recommendations from appropriate school officials. The recommendations should assess academic potential as well as character, personality, or interests. Activities that reflect leadership or intellectual interests are significant if they reinforce sound academic achievement. Since Mary Washington operates under an honor system, assurance of personal integrity is essential.

Examinations. Students applying for admission from high school must take the SAT-I of the College Board or the ACT and have the official results sent to the College. Tests should be taken no later than January in the senior year. The College strongly recommends that applicants submit the results of at least two SAT-II Subject Examinations. Students seeking to satisfy the College requirements in English composition should take the SAT-II writing test or the AP exam in English Language and Composition. Students seeking to satisfy the College requirement in foreign language should take the SAT-II or the AP exam in the foreign language. The Admissions Committee also welcomes ACT test scores to be considered as part of the applicant's record. TOEFL or ELPT results for international students or those whose primary language is not English may also be submitted.

Admission Plans. Students applying for admission as freshmen may be considered under one of the following three plans:

Early Decision Plan. A student who has selected Mary Washington College as a clear first choice may apply for admission under the Early Decision Plan. The application must be submitted by November 1 of the senior year in high school; the College agrees to notify the student of its decision by December 15, and the student agrees to accept an offer of admission if it is extended. Details concerning the Early Decision process are available through the Office of Admissions.

Honors Admission. The Admissions Committee may select high school students with exceptionally strong academic records to receive Honors Admission. Any student whose application file is complete before January 15 is reviewed for possible Honors Admission. The Committee awards Honors Admission on the basis of outstanding high school performance and test scores.

Students who receive Honors Admission are notified throughout the admission cycle but need not make a commitment to attend the College until May 1.

Regular Admission. Most applicants are considered under the Regular Admission plan. All freshman applications for fall semester admission should be submitted by February 1; applicants who meet this suggested filing date will be notified of the Committee's decision by April 1. Applications filed after February 1 are considered as space permits. Various deadlines concerning final transcripts, deposits, and medical examinations occur following the offer of admission. All students who are accepted for admission are sent the necessary information concerning these requirements. The College adheres to the May 1 National Candidates' Reply Date.

Deferred Enrollment. Accepted applicants may ask the College for the option of deferring enrollment for up to one year. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at Mary Washington must reapply as transfer students.

Advanced Placement and International Baccalaureate. Students may apply for college credit through the examinations in various academic subjects given by the Advanced Placement Program of the College Board and through the International Baccalaureate examinations. Prospective students may contact the Office of Admissions to request information on those AP and IB examination scores required for credit in particular subject areas. To apply for credit, students must have official examination results forwarded to the College before matriculation.

Dual Enrollment. Students earning college credit while still in high school through dual enrollment will have their credits evaluated for possible application toward degree requirements at Mary Washington College. These students are considered as freshman applicants. Only official transcripts sent directly to Mary Washington College from the credit-granting college or university will be evaluated for the awarding of dual enrollment or transfer credit.

ADMISSION BEFORE HIGH SCHOOL GRADUATION

On occasion, the College allows students with exceptional ability to enroll before graduating from high school. Three arrangements cover most circumstances: admission to the summer session; admission to part-time study during the regular session; or admission after the junior year. Details are available from the Office of Admissions or the Office of Academic Services.

ADMISSION AS A TRANSFER STUDENT

The Transfer Admission Process. Prospective transfer students should submit the application and the $35 non-refundable application fee as early as possible. Transfer applicants must arrange for their secondary schools and all colleges attended to send official transcripts to Mary Washington College. Transfer applicants must also submit results of the SAT-I or ACT or request a test waiver under conditions outlined in the most current Admissions Catalog. The College should receive all materials by March 1 for the fall semester and by November 1 for the spring semester. After these dates, the Admissions Committee will consider applications as space permits.

The Committee considers all aspects of the record in deciding whether or not to admit a transfer candidate; however, it puts particular emphasis on the student's program and academic achievement in college.

The Admissions Committee selects transfer students on the basis of their applications, transcripts of all college work, high school transcripts, and test scores. Candidates may be considered for transfer admission only if, at the last institution attended, they are not on academic or social probation or suspension.

Transfer Credit. Previous college coursework will be evaluated for transfer credit following an offer of admission. As a rule, transfer credit is granted for courses of the same type (liberal arts and sciences), on the same level, and taught under the same guidelines as courses offered by Mary Washington. Courses for which a student requests transfer credit must have a minimum grade of "C" (2.0 on a 4.0 scale) and must not overlap or repeat those which the student takes at the College. No credit will be awarded for courses taken on a pass/fail basis (except physical education courses when grades are not given), prior to matriculation. Transfer applicants should have official transcripts from other institutions sent directly to the Office of Admissions. They also may be asked to provide a catalogue or course descriptions for evaluating their credits. In order to receive transfer credit, students must submit official transcripts by deadline dates specified in the Dictionary of Academic Regulations.

Residence Requirement. To be eligible for a degree, a student must earn thirty semester hours of credit in a degree program at the College and must complete at least fifteen of the last twenty-one credits at Mary Washington.

VIRGINIA STATE POLICY ON TRANSFER

Admission Criteria. Mary Washington College is committed to enrolling transfer students from the Virginia Community College System (V.C.C.S.) and Richard Bland College. Admission priority is extended to students who have completed specific Associate of Arts, of Science, or of Arts and Science degrees. Preference is also given to students from the local area. Admission to Mary Washington College is competitive and the availability of transfer spaces varies from semester to semester. Admission criteria for applicants to the Bachelor of Professional Studies (B.P.S.) and the Bachelor of Liberal Studies (B.L.S.) program specified below are much more flexible; however, such applicants also are encouraged to complete an associate degree.

Acceptance and Application of Credits. Students who have earned a transfer associate degree (excluding the General Studies degree at most of the V.C.C.S campuses) prior to matriculating at Mary Washington College will be considered to have attained junior status (60 or more credit hours) and usually to have met lower-division general education requirements, although additional across-the-curriculum and foreign language courses may be required to meet the College's complete general education program. The MWC Transfer Guide for the Virginia Community Colleges and Richard Bland College, available from the Office of Admissions, describes in detail the Virginia State Policy on Transfer and the College's implementation of that policy.

ADMISSION TO BACHELOR OF LIBERAL STUDIES (B.L.S.) PROGRAM

To be admitted to the BLS program, applicants demonstrate their ability to succeed in college level course work by completing transferable college course work with a minimum cumulative grade point average of 2.0. Applicants typically should be at least 24 years old; however, an applicant under the age of 24, possessing an associate's degree or equivalent, may be a viable candidate for the B.L.S. program.

The B.L.S. program operates on a rolling admission basis. Students may begin the program in the fall, spring, or summer. Applicants should submit an application, a $35 non-refundable application fee, and official copies of all high school and college transcripts. Additionally, any standardized test scores or military coursework transcripts may be sent to the Office of Admissions for consideration for academic credit.

The B.L.S. program offers flexibility in the timetable leading to graduation because it does not require full-time study or extended residence at the College, yet it offers the advantages of a traditional college degree: exposure to the range of modern liberal learning, combined with thorough study in a specific area.

Students who have registered for classes in the B.A./B.S. program at MWC within the past calendar year and who have completed more than 30 credits at Mary Washington College may not enroll in the B.L.S. program. The B.L.S. degree requires 120 semester hours of course work for graduation, distributed in three categories: general education, electives, and major. The student must demonstrate competence in written and oral English communications, and earn at least 30 graded credits in classroom work. At least 30 credits must be taken at Mary Washington College after admission to the program. A cumulative GPA of 2.00 on all Mary Washington College work is also required.

ADMISSION TO THE BACHELOR OF PROFESSIONAL STUDIES (B.P.S.) PROGRAM

The Bachelor of Professional Studies is a degree-completion program designed to provide adult students with specialized professional degrees. The program is offered at the James Monroe Center for Graduate and Professional Studies campus in Stafford County. Courses are offered on a flexible schedule and at convenient times to meet the needs of busy working adults.

There are several concentrations in the Bachelor of Professional Studies degree program. In order to be admitted to the program, applicants should have completed sufficient credits of college level work, with a grade point average of 2.0 or higher. In addition, each of the B.P.S. concentrations requires completion of certain specific prerequisite courses. Admission is on a rolling basis, and is offered in the fall, spring, and summer. Applicants must submit the application for admission along with a $35 non-refundable application fee and official copies of all high school and college transcripts. Complete details about the B.P.S. concentrations, credit requirements, and admission process are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

ADMISSION TO THE POST-BACCALAUREATE TEACHER LICENSURE/MASTER OF EDUCATION GRADUATE PROGRAM

The Post-baccalaureate Teacher Licensure with a Master of Education degree option is available to both full-time and part-time commuting students who wish to complete requirements for a license to teach in the public elementary, middle or secondary schools in Virginia. Any student holding a Bachelor's degree from an accredited institution may apply.

Applicants must submit the M.Ed. application for admission, a $35 non-refundable application fee, official copies of all college/university transcripts, essays, and a resume. Admission to the program is offered in the fall, spring and summer. Applicants should complete their admissions files by May 1 for fall admission, October 1 for spring admission, and March 1 for admission to the summer session. When the admissions office receives all materials, an interview may be scheduled for the applicant. PRAXIS I scores are required for admission to the program.

A wide range of criteria is considered in reviewing applicants to the teacher licensure/M.Ed. program: academic background, experience with children or adolescents, goal statement, commitment to teaching, personal qualities, life and work experiences, ability to meet the needs of a diverse student population, ability to teach in the endorsement area sought, undergraduate GPA and PRAXIS I test scores, and degree of completion of endorsement coursework. Complete details about the Post-baccalaureate teacher licensure/M.Ed. admission process are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

ADMISSION TO THE MASTER OF EDUCATION FOR PRACTICING TEACHERS GRADUATE PROGRAM

The Master of Education for practicing teachers is available on a part-time basis for current teachers seeking professional development, license renewal or an added teaching endorsement. Any student holding a Bachelor's degree from an accredited institution and a current Virginia Collegiate Professional license may apply.

Applicants must submit the M.Ed. application for admission, along with a $35 non-refundable application fee, official copies of all college/university transcripts, and a resume. A copy of the Virginia Collegiate Professional teaching license must also be submitted with the application. Admission to the program is offered in the fall, spring and summer. Applicants should complete their admissions files by May 1 for fall admission, October 1 for spring admission, and March 1 for admission to the summer session. Complete details about the M.Ed. admission process are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

ADMISSION TO THE MASTER OF BUSINESS ADMINSTRATION (MBA) PROGRAM

The MBA provides the experienced professional with a quality graduate program that prepares graduates for management and leadership positions in a variety of organizations. Several concentrations are offered in the program. This part-time, evening program requires completion of a baccalaureate degree for admission.

Applicants must submit the MBA application for admission, a $35 non-refundable application fee, official copies of all college/university transcripts, resume, statement of professional goals, letters of recommendation, and official scores from the Graduate Management Admission Test (GMAT). New students are admitted for the fall and spring semesters. Applicants should complete their application files by June 1 for fall admission, and October 1 for spring admission, and April 1 for admission to the summer session. Complete details about the MBA concentrations and admission process are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Non-degree-seeking students are allowed to take courses or certificate programs at Mary Washington College but are not enrolled in a degree program. An abbreviated application form is required. Admission decisions are made by the Registrar at the time of enrollment.

Non-degree-seeking students are allowed to register for up to eleven credits per semester and pay tuition according to the number of enrolled credits. A non-degree-seeking student can seek permission from the Associate Dean of Academic Services to exceed the eleven-credit limit. Non-degree students wishing to apply for admission to MWC are advised that they must do so before completing 30 credits in residence.

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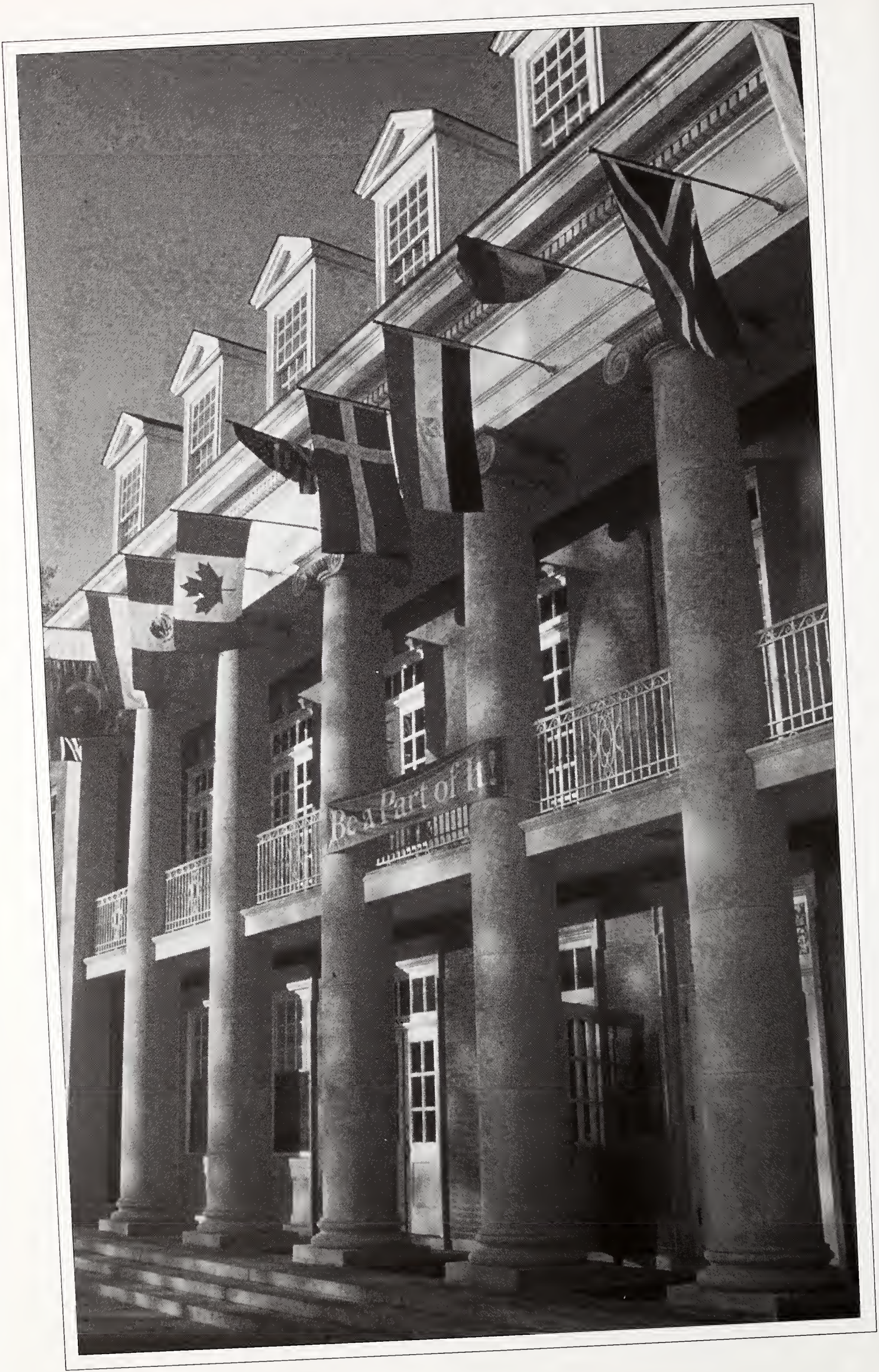
Be a Part of It

Fees and Financial Aid

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TUITION AND FEES

The fees outlined in this section have been approved by the Board of Visitors and are effective for the 2001-2002 fiscal year. Any changes from this schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in George Washington Hall (540/654-1289). Questions about financial assistance and general College expenses should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

FULL-TIME RESIDENTIAL STUDENTS

The tuition and fee schedule below is for an undergraduate student carrying 12 to 18 semester credit hours. A student carrying more than 18 semester credit hours must pay a tuition overload fee for each additional credit hour (see page 25). Tuition and fees for future years will be publicized at the appropriate time.

2001-2002 TUITION AND FEES FOR FULL-TIME RESIDENTIAL STUDENTS

	Virginia		Non-Virginia	
	Term	**Year**	**Term**	**Year**
Tuition and Fees:	$ 1,670	$ 3,340	$ 5,005	$ 10,010
Residential Fee:	1,609	3,218	1,609	3,218
Meal Plan:(15 Meal Plan)	1,237	2,474	1,237	2,474
Total:	$ 4,516	$ 9,032	$ 7,851	$ 15,702

Residential Fee. The residential fee includes health center services; however, any prescribed medication is charged to the student's account.

Meal Plans. Mary Washington College offers three different meal plan options to residential students: a Super Meal, 15-meal, or 9-meal plans. The

15-meal and 9-meal plan come with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest. Eagle One Dollars may also be used for additional dining meals. All residential students are required to enroll in one of the three meal plans. All freshmen must participate in either the Super Meal or the 15-meal plan.

MWC EAGLEONE IDENTIFICATION CARD

The Mary Washington College EagleOne Identification Card is the only card a student needs at the College. The card acts as a form of identification allowing access to the library, gymnasium, and other College buildings and activities. It contains the students' meal plan and flex dollar information for College food service. It is also a debit card. Money may be added in the form of EagleOne Dollars which can then be debited from the balance for use in the College Bookstore, the Eagle's Nest, the Restaurants at Seacobeck, purchases and payments at various other offices, and the laundry and vending operations throughout the campus.

FULL-TIME NON-RESIDENTIAL STUDENTS

Non-residential full-time undergraduate students pay tuition and fees, for the 2001-2002 semester and yearly totals of $1,618 and $3,236 (Virginia residents), or $4,953 and $9,906 (non-Virginia residents). In addition to the other available meal plans, a five-meal plan is also available for commuting students. This plan includes any five meals Friday through Thursday and comes with flex dollars. Additional dollars may be added on an optional basis through the Eagle One Card.

2001-2002 TUITION AND FEES FOR PART-TIME STUDENTS

	Virginia Students	**Non-Virginia Students**
Undergraduate	$117 per credit hour	$395 per credit hour
Graduate	$163 per credit hour	$358 per credit hour

Degree and non-degree-seeking students pay a non-refundable $35 registration fee which permits enrollment in fall, spring, and summer terms.

OTHER FEES

Application Fee. A non-refundable fee of $35 must accompany the application for admission from a first-time undergraduate and graduate, degree-seeking applicant. It is entirely separate from other fees, is not refundable, and cannot be deducted from other charges.

Contingent Fee. All residential students are charged a one-time $200 Contingent Fee when they enroll at the College. This fee is in addition to those outlined above and is included in the bill for the first semester and with the first payment. The Contingent Fee will be applied against any outstanding balance upon graduation or withdrawal from the College. Any remaining portion of the Contingent Fee will be refunded at that time.

Declaration-to-Continue Fee. A non-refundable fee of $35 must be paid each year by all degree-seeking students returning to or continuing in the College.

Audit Fee. Part-time students may audit a course for no credit on a space-available basis for a fee of $25 per credit hour.

Tuition Overload Fee. A full-time student registering for more than 18 semester credit hours is required to pay an additional fee. For Virginia students the charge is $64 for each credit hour exceeding 18, and for non-Virginia students $342 per credit hour.

Credit-by-Examination. Degree-seeking students may take examinations for which credit may be awarded for a fee of $45.

Special Course Fees. Some classes require the payment of a special instructional fee in addition to the tuition charge. The fee for classes in *horsemanship* is paid directly to the business offering the classes. Students enrolled in biology and chemistry laboratory courses pay a $20 laboratory fee per course. Students enrolled in private lesson music classes pay a fee of $50 per course.

Study Abroad Fee. Students studying abroad for a semester or year must pay the study abroad fee of $35 per semester.

BLS Life/Work Portfolio. BLS candidates pay a $100 fee for the review of a life/work portfolio.

Late Payment Fee. A fee equivalent to 10% of the unpaid account balance will be charged to students whose accounts are not paid in full by the published deadline. Interest may also be charged on all past due accounts.

Returned Check Fee. There is a service charge of $20 for each check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned check. Checks returned for insufficient funds will be considered as nonpayment and therefore subject to the 10% late fee.

TERMS OF PAYMENT

All fees, including room and board, are billed and are payable in advance by the beginning of the semester.

Room and Tuition Deposits. After receiving notice of acceptance for admission students must make a deposit ($500 for residential students, $250 for non-residential students) toward their tuition and fees. Continuing students must make a deposit ($300 for residential students, $100 for non-residential students) toward their tuition and fees. These deposits are not normally refundable after a specified deadline and are applied to the fees for the regular session. For questions regarding these deposits, please contact the student accounts office at 540/654-1289.

Statements and Due Dates. The College mails each student a statement well in advance of the beginning of each semester, and payment is due by the date specified on the statement. Any variations from the terms of payment must be approved in writing by the Assistant Vice President for Business and Finance or his/her designee.

If a full-time student has not received a statement of charges within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible so that a statement can be prepared, mailed and paid by the due date.

At the end of the semester a student's account will include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. At this time, any student whose full account has not been settled will not be permitted to receive grades or transcripts, pre-register or be eligible to return to the College until the account is settled.

Scholarship and Loan Awards. If a student is receiving financial aid through Mary Washington College, one-half of the annual award will be shown on each semester statement. If an expected award has not been credited on the statement, the student should contact the Office of Financial Aid for clarification. Some scholarships may not be paid to the student until the successful completion of the semester. However, the student must pay his or her bill in full prior to the scholarship being renewed.

A student receiving financial aid from a source other than the College must make sure that the Office of Student Accounts receives notification by the statement due date of the award, its amount, and method of payment. Failure to provide notification could result in a student's account being delinquent. Awards and loans from sources other than the College will not be credited to the account until they are actually received by the Office of Student Accounts.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the College during the semester should promptly complete an official withdrawal form in the Office of the Registrar in George Washington Hall. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

For the purpose of determining withdrawal charges, the semester begins with the first day of classes. A residential student who cancels before the first day of classes will be charged the room deposit ($500 if a newly-admitted student, $300 if a continuing student). Non-residential students who cancel will be charged the amount of their tuition deposit ($250 for newly-admitted students, $100 for continuing students). Please refer to the appropriate semester schedule of classes for actual refund schedule.

Exceptions to the refund schedule may be made for freshmen, transfer students, and graduate students who withdraw during their first semester of attendance at Mary Washington College and who are recipients of federal Title IV financial aid. Charges and refunds for those students will be made in compliance with the Higher Education Amendments of 1992, which require pro-rata refunds for eligible students withdrawing during the first 60% of the semester. Additional information regarding this policy may be obtained from the Office of Financial Aid.

CLASSIFICATION AS A VIRGINIA STUDENT

The Code of Virginia, section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and non-military spouses who are employed full-time. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2486), or Office of Student Accounts (540/654-1289).

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education (1) to register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding $10,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) to register for and audit courses offered for academic credit, and (3) to register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Such senior citizen shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income exceeding $10,000 may audit credit courses or enroll in non-credit courses without paying general college fees, but must pay general college fees to take courses for college credit. The application fee of $35 will be charged an applicant whose taxable income exceeds $10,000. Additional information is available through the office of the Registrar (654-1063).

FINANCIAL AID

Primary responsibility for financing a college education must be assumed by parents and the student. Financial assistance from the College should be viewed as supplementary to the efforts of the family. Mary Washington College administers approximately 1.7 million dollars in annual assistance to students applying for financial aid.

The College believes that although financial need should be the prime consideration in awarding grants and loans, merit should also be recognized. The College uses some scholarship funds to reward and encourage high academic achievement.

Demonstrated need is determined by evaluating the applicants' and their families' incomes and assets. From this analysis the financial aid officer determines the amount of demonstrated need a student may have and then uses the College's available resources to attempt to meet a percentage of that need. Financial need is the difference between the cost of an education at Mary Washington College and the amount of money a student and the family can reasonably provide, based on the Free Application for Federal Student Aid (FAFSA).

Freshmen and transfer students must submit a FAFSA (available at high schools or colleges) postmarked before March 1. Returning students must have the FAFSA postmarked before March 15. Early decision candidates should file the FAFSA after January 1 of the senior year. First-time students will be informed of their financial assistance by mid-April and returning students by mid-July. Applicants who do not meet the FAFSA filing deadlines will be considered for assistance after all on-time filers.

It is MWC's policy to offer financial aid to its students without regard to physical disability, political affiliation, marital status, sex, color, race, religion, age, or national origin with a "package" of assistance which attempts to combine loan, grant, scholarship and/or employment. This procedure may offer the recipient gift funds (grants and scholarships), loans, and/or employment to develop a sense of responsibility and independence through the concept of self-help. Students with the greatest need will receive larger gift aid resources than those with lesser need. Loans are the largest source of assistance. In recent years, students with expected family contributions (EFC) of $2,000 or more usually receive awards consisting of student loans and possible campus employment.

Detailed information about merit scholarships and all financial aid programs is available from the Office of Financial Aid, or visit our Web page: www.mwc.edu. Telephone numbers are 800-468-5614 or 540-654-2468.

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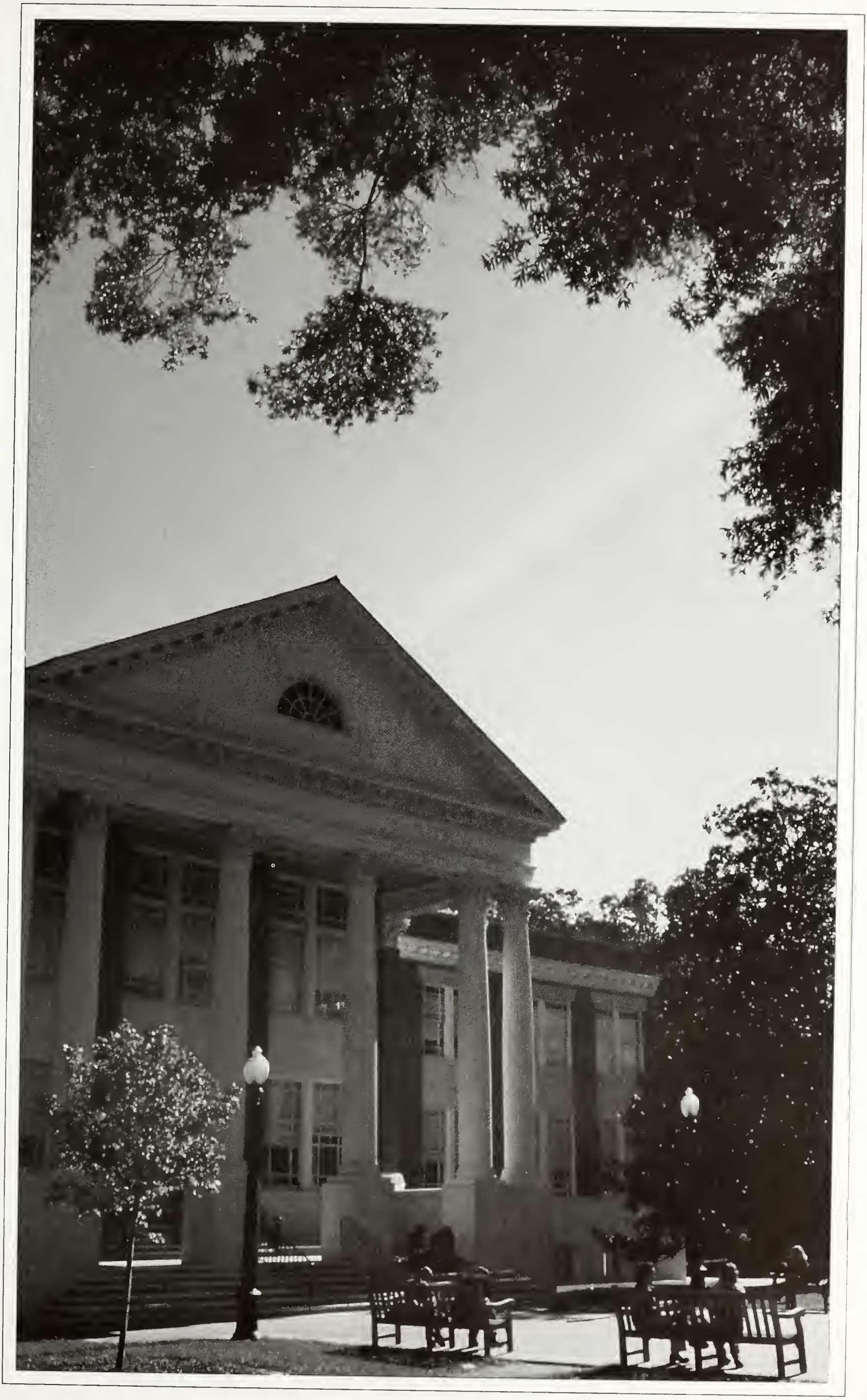

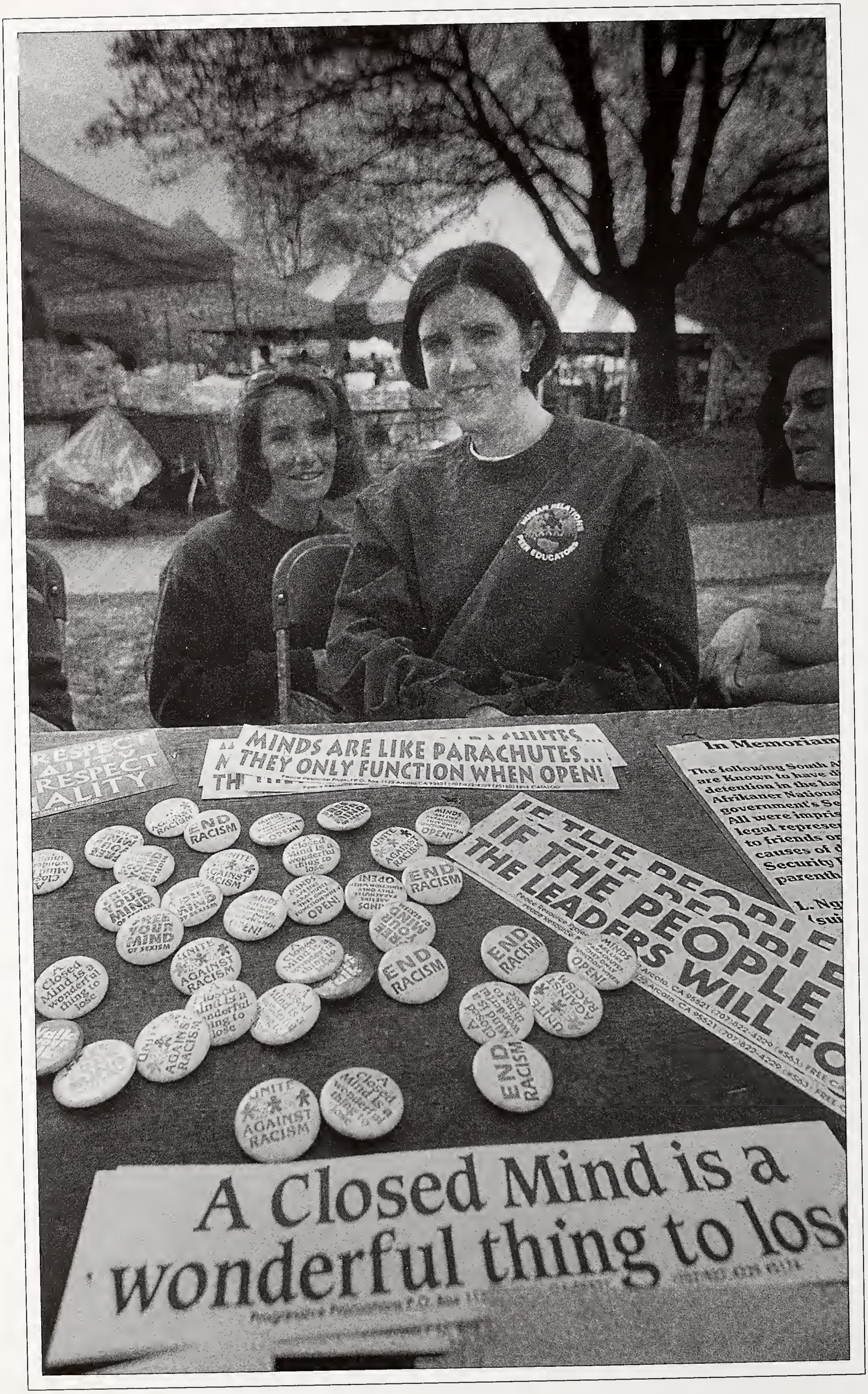
HUMAN RELATIONS PEER EDUCATORS
MINDS ARE LIKE PARACHUTES...
THEY ONLY FUNCTION WHEN OPEN!
In Memoriam
IF THE PEOPLE
THE LEADERS WILL FO
END RACISM
UNITE AGAINST RACISM
FREE YOUR MIND OF SEXISM
A Closed Mind is a wonderful thing to lose
A Closed Mind is a
wonderful thing to los

Student Life

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THE HONOR SYSTEM

The Honor System is the mature and deeply cherished moral code of personal integrity at Mary Washington College, under which students have lived since 1944. It provides that a student shall act honorably in all facets of campus life. Lying, cheating, stealing, or breaking one's word of honor are considered infringements of the system, and the penalty for violation, as determined by the Honor Council, may be dismissal from the College.

The Honor Council retains sole control of its operations and is responsible to the student body, which derives its authority to maintain the Honor System from the Board of Visitors. Because of the nature of the Honor System, final responsibility lies with the Board of Visitors, but all enforcement is in the hands of students.

All students must understand that by accepting admission to Mary Washington College they make a commitment to the provisions of the Honor Code. Upon entering the College for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. Student counselors interpret the Honor System to all new students before they are asked to sign a pledge card stating that they understand what is expected of them and comprehend that a plea of ignorance will not be accepted by the Honor Council. Registration as a student is not considered complete until the Honor Pledge card has been signed.

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MULTICULTURAL STUDENT AFFAIRS

Mary Washington College continually and actively seeks a rich blend of cultural and racial diversity in its faculty and staff, students, curriculum, and activities. A number of the College's initiatives particularly support that goal. The James Farmer Multicultural Center, named after the prominent civil rights leader who taught at Mary Washington, specifically focuses on the academic and social well-being of minority students. The Center offers mentoring, leadership, tutoring, and cultural programs.

Three ongoing programs sponsored by Mary Washington assist minority students to prepare for college. The James Farmer Scholars are selected minority students from Fredericksburg area middle and high schools. These students participate in a six-year enrichment program designed to equip and encourage them to continue their educations. Project SOAR, in cooperation with Fairfax County, provides similar support for a multi-ethnic group of high school students selected from that county. Generally, this group includes Asian, Hispanic, and African American/black students. The Student Transition Program each year prepares a similar group of students from around the state for their first year at the College. In addition to these programs, Mary Washington offers a Diversity Student Scholarship.

While diversity is a goal for all college organizations, several specific interest groups on campus assist in promoting diversity within the College community and offer programs and resources that foster an awareness and understanding of racial and cultural differences including the Asian Student Association, the Black Student Association, BOND (Black Men of a New Direction), the Hillel Club, the Hispanic Student Association, Islamic Student Association, SHADES and Women of Color. Through these many efforts the College strives to achieve greater diversity in its population and a full measure of respect for, and appreciation of, the cultural traditions of minority groups.

STUDENT CENTERS

The *Woodard Campus Center* is a focus of daily student life at the College. The recreation/lounge area with pool tables, air hockey, foosball and internet stations, along with the post office area and student mailboxes, the Eagle's Nest food court, and commuting student lockers generate a constant flow of students. Meetings, speakers, and receptions are regularly scheduled in the meeting rooms and lounges. National touring acts, musicians, and other entertainers perform in both the intimate setting of the Eagle's Nest and in the Great Hall.

Seacobeck Hall contains four dining rooms as well as the convenient and accessible suite of offices reserved for Student Activities, Community Service, the Student Government Association and various other student organizations.

Marye Hall is entirely dedicated to student services and houses the offices of Student Life, Residence Life and Housing, Judicial Affairs, and the Mentorship Center.

The James Farmer Multicultural Center is located in Lee Hall. Also conveniently located in Lee are the Bookstore, Health Center, Psychological Services Center, and EagleOne ID card center.

RESIDENCE LIFE AND HOUSING

Sixteen residence halls, one special interest house, and several special interest floors within residence halls offer students a wide variety of on-campus housing. Special interest floors have been established for languages, leadership/scholarship, and service learning. Each residence hall is staffed with an upperclass student Head Resident or master's-level Assistant Director and a staff of student Resident Assistants trained to assist students with college life and to provide educational and social programming. Residence hall students participate in Self-determination by Community Standards which allows them to establish behavioral guidelines for their hall community and to hold one another accountable for upholding those guidelines.

HEALTH CENTER

The Student Health Center offers full-time students a self-care center and outpatient medical services Monday through Friday. A full-time physician and nursing staff, as well as access to local area specialists, give students a comprehensive medical resource.

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center supports students' personal growth and development and provides clinical intervention for students experiencing personal problems which may interfere with interpersonal or academic functioning. The staff of psychologists provides educational and wellness programming, consultation services, crisis intervention, assessment and short-term individual counseling and psychotherapy, and group therapy. Typical student concerns may include adjustment issues, depression, stress management, sexual assault, bereavement support, and relationship issues. Psychological services are available to all full-time MWC students without fee and are confidential.

BOOKSTORE

The College Bookstore sells textbooks used in the academic program. It also carries related instructional materials, computers, office supplies, clothing, and gifts. A large section carries current novels, classics, and recommended outside reading.

COLLEGE POLICE

The College Police Office offers around-the-clock security for the campus and a community policing style which includes outreach efforts and bike patrols. Thirteen full-time sworn officers are fully certified to provide law enforcement services on campus.

STUDENT GOVERNMENT

Internal governance for student life is provided by the Student Government Association. Its executive officers and the members of the Student Senate are elected each year. They, in turn, appoint students to serve on a variety of student committees and on nearly all faculty and administrative committees at the College. A second elected group, Class Council, is responsible for social programming and many of the College's traditional events. The Honor Council, consisting of elected representatives from each class, presides over the Honor System.

CLUBS

Through the Inter-Club Association, the Student Government Association recognizes over eighty social, cultural, political, religious, and other special interest clubs and organizations which offer a wide range of activities throughout the year. Students find it easy to start new groups if their interest is not represented. In addition, most academic departments support interest clubs or honorary societies.

STUDENT PUBLICATIONS AND BROADCASTING

Student-run campus publications and radio provide outlets for students to share their thoughts and talents. The College has a weekly newspaper, *The Bullet*; a yearbook, *The Battlefield*; a literary magazine, *Aubade*; an opinion journal, *Polemic*; and a campus radio station, *WMWC*.

ATHLETICS

The College has twenty-three men's and women's NCAA Division III teams for intercollegiate competition. Men's intercollegiate teams compete in baseball, basketball, cross country, lacrosse, rowing, soccer, tennis, swimming, and indoor and outdoor track and field. Women's intercollegiate teams compete in basketball, cross country, field hockey, lacrosse, rowing, soccer, softball, swimming, tennis, volleyball, and indoor and outdoor track and field. Men and Women compete together in riding. MWC competes in the eight member Capital Athletic Conference (CAC). In 1999-2000, MWC captured 9 conference championships, 5 players were named CAC Athletes of the Year, 8 coaches were named CAC Coach of the year and 19 Eagle athletes achieved All-American status. Over forty one percent of all athletes achieved a 3.0 or better grade-point average, and three athletes were named Academic All-Americans.

Mary Washington's physical education building provides a basketball gymnasium, dance studios, an intercollegiate swimming pool with electronic touch time system, an auxiliary gymnasium, an 8,000-square-foot weight training room, a handball-racquetball court, three competitive volleyball courts, two indoor batting cages, an athletic training room, and a multi-purpose activities room. State-of-the-art outdoor facilities include fields for baseball, soccer, lacrosse, softball, and field hockey; cross country courses and a running trail; twelve lighted tennis courts; and a modern eight-lane, 400-meter Rubaturf all-weather track.

Intramurals/Club Sports. The office of Campus Recreation administers a comprehensive program of intramural athletics and club sports that provides opportunities for competition and recreation throughout the year.

FOR FURTHER INFORMATION

Additional information on Student Life will be found in the Mary Washington College *Student Handbook*, published annually and distributed to all students.

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MWC
Ambassadors

TEXAS INSTRUMENTS
TI-92

Academic Resources

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LIBRARY

Simpson Library is one of the finest undergraduate libraries in Virginia and constitutes a vital focus of the academic life of Mary Washington College. Through services provided by its highly trained staff, the Library enhances and supports the instructional programs of the College while providing assistance in support of the research needs of students and faculty. The library is open to the public 92 hours per week during regular semesters. Many of its resources are available 24/7 via the Internet

The Library's collections include over 350,000-catalogued items, 1,500 current magazine and newspaper subscriptions, and an extensive microform collection of newspaper and periodical back issues. In addition to more than 11,000 electronic books Simpson Library also provides access via the Internet to an extensive array of mostly bibliographic electronic databases. The Library adds 6,000 or more volumes to its collection each year to support a wide-ranging curriculum. An official partial depository of both federal and state publications the Library also maintains a small rare book collection and the archives of the College. In addition to the Library's own holdings, the College is an active member of the Virtual Library of Virginia (VIVA), a consortium of colleges and universities in Virginia which gives MWC students and faculty access to a rich array of electronic resources through the campus network. VIVA resources range from online encyclopedias and dictionaries to bibliographic databases and full-text periodical services.

One of the largest buildings on campus, Simpson Library includes 400 seats for public use; 260 of these seats are individual study desks and several small rooms are provided for group-study. A large classroom, used for the Library's instructional program, has facilities for acquainting students with the Library's website and automated systems. Most of the resources made available on the library web are accessible from any computer on campus, and many are accessible from remote locations.

Virtua, the library's graphical automated database, provides access to cataloguing and acquisition records, circulation status, and an online public access catalogue. This system can be used throughout the Library and can be queried by patrons outside of the Library. A full range of instructional services is offered faculty and students to aid in the use and interpretation of the Library's resources, including course-related instruction and reference assistance. OCLC and DIALOG, national systems devoted to computer-assisted bibliographic services, are used to support extensive interlibrary loan service and provide searching of remote databases.

ACADEMIC INTERNSHIPS

A program of academic internships through which qualified juniors and seniors work in off-campus settings is coordinated by the Office of Career Services. Academic departments sponsor these pre-professional internships, under the joint direction of a faculty member and an on-site supervisor, and award academic credit for their successful completion. Career Services maintains files of internships both on-line and in print. Current internship policy and procedure guidelines are available from the Office of Career Services.

The College's location between Washington, D.C. and Richmond, Virginia provides numerous internship opportunities with federal, state, and local government; businesses; non-profit organizations; radio and television stations; newspapers and other print media; law firms and agencies; medical and veterinary facilities; science laboratories; museums; and theatres. Recent internship responsibilities have included writing and editing a newsletter, conducting legal and social science research, counseling, assisting with museum exhibits, creating websites, conducting market research, fundraising, and environmental planning.

INTERNATIONAL PROGRAMS

Mary Washington College, as part of its commitment to liberal arts education and global awareness, strongly supports and encourages study abroad for its students. Students who wish to enrich their academic program by studying abroad are assisted by their faculty advisors and the Office of International Academic Services. Mary Washington students study in Australia, Austria, Belgium, Belize, China, Columbia, Cuba, Egypt, England, France, Germany, Greece, India, Ireland, Israel, Italy, Japan, Kenya, Mexico, Morocco, Namibia, Nepal, the Netherlands, Russia, Scotland, South Africa, Spain, Thailand, Vietnam, Wales, and Zimbabwe.

The College sponsors a number of summer study abroad programs, which depend on the expertise and interests of our faculty and offer unique, challenging, and stimulating educational experiences for Mary Washington College credit. Programs currently offered or planned are located in western and Eastern Europe, the Caribbean, Mexico, Scotland, Australia, England, Italy, and South Africa. The college awards several study abroad scholarships. Internationally known speakers, artists, and entertainers, sponsored by a variety of campus organizations, enhance the intellectual, cultural, and social life of the College.

Mary Washington College enrolls international students from approximately twenty-five countries. The Office of International Academic Services advises these students on immigration matters and assists them with academic and social adjustments.

UNDERGRADUATE RESEARCH GRANT PROGRAM

As articulated in the "Purpose of the Institution" (page 6), the College faculty is committed to the mutually supportive values of undergraduate teaching and academic research. Seeking to extend those values to its students, the College has a well-established and nationally-recognized Undergraduate Research Grant Program, whereby collaborative teams of faculty member(s) and students apply for College-funded research project support. Highly competitive in its fall, spring, and summer application period procedures, this program enables undergraduates to work intensively with faculty members on a broad range of research topics, work which in many instances leads to student presentation at state, regional, or national academic conferences.

WRITING CENTER

Part of the College-wide Writing Intensive Program, the Writing Center is open to all Mary Washington students. It expresses the College's belief in writing competence as an essential ingredient of a liberal arts education. Operating within the Honor Code, the Writing Center offers free tutorial assistance to students, regardless of major, both for course assignments and for personal writing needs.

The Writing Center works with student writers at every skill level to improve their writing performance. Staffed by a faculty director, an assistant, and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. The Writing Center welcomes students writing research papers, short essays, letters of application, and laboratory reports. It also provides access to various writing guides. The director conducts several workshops each year on writing skills important to success in college work.

SPEAKING CENTER

The Speaking Center supports the College's Speaking Intensive Program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, and equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback. The Center adheres strictly to the College's Honor Code: consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentations. Consultants also are prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates, or interviews.

COLLEGE INFORMATION TECHNOLOGIES

COMPUTER AND NETWORK SERVICES

Network and Internet Access. Computer and Network Services provides an advanced campus-wide Ethernet network which consists of a multi-gigabit backbone and switched/shared Ethernet connectivity to every building. All residential rooms, lounges, and study rooms contain at least two active data ports. Student network login and passwords are generated prior to arrival to campus and are distributed at the orientation session. Electronic mail and browser software are available to all students at no extra charge. Dial-up capabilities are available for students living off-campus, with computer configuration instructions located at http://support.mwc.edu. Use of the campus network indicates acceptance of the Network and Computing Use Policy located at http://www.mwc.edu.

Residential Telephone and Long Distance Services. Each residential room is equipped with an active telephone line and individual voice mail boxes, at no extra cost. Students are responsible for supplying the analog telephone set. Students have the option to sign up for MWC long distance services with no connection fees, service fees, or disconnection fees. Voice Services bills students monthly for the cost of long distance calls and any late payment charges incurred. A one hundred dollar credit limit is set for all student long distance accounts. Voice Services is located in Hamlet House, Room1.

Residential Cable TV. All residential rooms are equipped with one active cable television jack, at no extra charge. Students are responsible for supplying a television set, and are encouraged to communicate with roommates to avoid having multiple televisions in a room. There are over forty television stations in the MWC channel lineup. To receive premium and pay-per-view broadcasts, the student must contact the local cable provider directly for service.

Web Applications. Each student is provided limited server space for individual Web pages and file space storage, at no extra charge. Students are responsible for maintaining their server space. CNS is in the midst of several projects to provide Web access for students and parents in business and academic transactions with the College.

CENTER FOR INSTRUCTIONAL TECHNOLOGY

Access. The Center maintains nearly 300 networked computers throughout campus in the academic computer labs and 40 more in multimedia-enhanced classrooms. Each lab has its own policies and procedures regarding access and availability; a few labs are open 24/7 when classes are in session. During scheduled hours that are posted in each lab, student aides are available to provide assistance to computer-using students. Printing in some of these labs requires using the EagleOne card and paying a modest fee.

Training. During orientation week, new students receive a one-hour introduction to using the campus computer network and e-mail. Usernames and passwords are distributed through these sessions. As components of the Information and Technology Proficiency Requirement, the Center also provides training in word processing and spreadsheets. The Center also offers 25 or so other workshops primarily for faculty, staff, and student aides.

On a space available basis, however, students are welcome to attend. The current calendar for this training is available through the Center's web site: http://inte.mwc.edu

Assistance. Through the primarily student-staffed Computer HELP! Desk, assistance is available to both on-campus and off-campus students. Typically, the HELP! Desk is open more than 70 hours each week and provides assistance with connecting computers to the campus network. Many other troubleshooting-related topics are also addressed. The HELP! Desk may be contacted by phone (540.654.2255), by e-mail (help@mwc.edu) or by walk-in (Chandler 105).

ACADEMIC ADVISING

Academic advising for Mary Washington College B.A./B.S. students is a faculty-based program, coordinated by the Office of Academic Services. Each freshman or transfer student is assigned a faculty advisor, whenever possible in one of his or her areas of academic interest. Throughout the student's first year at the College, this pre-major advisor assists the student both in short-term academic planning and course selection and also in long-term academic major and career planning. Once a student has accrued 28 or more credits (at the College and/or through approved transfer, Advanced Placement, International Baccalaureate, or dual enrollment credits), he or she may declare an academic major. When a student declares a major, the department chair and the student select a faculty member in that department to serve as the student's major advisor for the remainder of the student's College career. At the student's request, the Office of Academic Services will assist any B.A./B.S. student in changing his or her pre-major or major advisor. Each department also designates one or more career advisors to assist its majors in developing their career plans.

In addition to each student's designated pre-major and major advisors, the Office of Academic Services offers a variety of advising services for all Mary Washington College students. International students and students participating in approved study abroad programs are mentored by the Director of the Office of International Academic Services. Students with documented disabilities are mentored by the Director of Disability Services. Students in academic jeopardy (i.e., those placed on academic probation and/or suspension) are counseled by the Associate Dean of Academic Services. The Assistant Dean of Academic Services, in consultation with the student's faculty advisors, mentors students of color. B.A./B.S. students seeking transfer credit approval after matriculation and transfer credit for re-evaluation are advised by the transfer coordinator in the Admissions Office. Additionally, any student can schedule a general advising session with one of the academic advisors offering advising information and assistance through the Office of Academic Services.

TUTORING

The Office of Academic Services offers free tutorial services to B.A./B.S./B.L.S. Mary Washington College students who need assistance in any of their courses. Study halls are offered twice a week. Tutors are available in a variety of subjects, although tutors are not available for every course offered at Mary

Washington College. Students are encouraged to seek help early in the semester if they feel that they will have difficulty in a course. Students who need assistance should contact the Assistant Dean of Academic Services.

SPECIALIZED ADVISORS

Accounting. While Mary Washington does not offer an accounting major, students interested in accounting may concentrate their study in this area through electives. The accounting advisor helps students select courses that meet their individual needs and interests, as well as develop the communication and critical reasoning skills necessary in today's accounting profession. Courses offered at Mary Washington provide students with an opportunity to prepare for the uniform examinations required to obtain the designation of certified public accountant (CPA), certified management accountant (CMA), and certified internal auditor (CIA).

Health Sciences. The health sciences constitute a variety of professions providing health care. The basic liberal arts and science courses offered at Mary Washington prepare students for entering nursing, physical therapy, dental hygiene, medical technology, occupational therapy, ophthalmic technology, optometry, physician assistant, and pharmacy programs. During their first year students must give careful attention to the admission requirements of professional schools. An allied health advisor is available in the Office of Academic Services to help students select courses that meet these requirements and prepare for the relevant admission examination. Admission to professional institutions is, of course, very competitive and depends on academic performance and scores on qualifying examinations.

Medical. Pre-medicine, Pre-dentistry and Pre-veterinary medicine are not majors, but, rather, career paths. Students in pursuit of one of these clinical careers may major in any of the major programs at the College. Although most of the pre-medical, pre-dental, and pre-veterinary students at the College major in one of the sciences, students can easily major in one of the humanities or social sciences and complete their premedical courses as electives.

The College's Pre-medical/Pre-dental Advisor provides academic guidance for the pre-clinical curriculum of the pre-medical and pre-dental students, and students thinking about pursuing one of these careers should contact the Pre-medical Advisor for an advising appointment. The Advisor also heads the College's Premedical Advisory Board, a committee charged with the preparation of an institutional recommendation for each student to be sent to the medical and dental schools.

The College's Pre-veterinary Medicine Advisor provides academic guidance for those interested in veterinary medicine. Students interested in a career in veterinary medicine should contact the Pre-vet Advisor for an advising appointment.

Law. The pre-law advising system provides guidelines for students interested in entering law school. There is no prescribed "pre-law curriculum," and students considering a legal career may focus their studies in any academic major. Students, however, are encouraged to enroll in courses which develop written and oral communication as well as critical reasoning. The pre-law advisor helps students to select courses that meet their individual needs, foster skills necessary to the legal profession, and prepare for the Law School Admissions Test (LSAT).

Teacher Education. The Teacher Education Program at Mary Washington is approved by the Virginia State Department of Education and the National Association of State Directors of Teacher Education and Certification. Students who complete an approved program qualify for licensure/certification in all the states with which Virginia has reciprocity agreements. Students major in an academic discipline and take professional education courses as electives. They have advisors both in their major discipline and in the College's Department of Education. (See information provided on page 92.)

CAREER SERVICES

The Office of Career Services assists students and alumni in assessing their skills, interests, and values; exploring and testing occupational areas; and implementing their career goals. Career Services offers programs for freshmen, sophomores, juniors, seniors, graduate students, and alumni. These services can help students decide their majors and career goals. Students assess their strengths and learn how to research occupational areas through workshops, individual career counseling, and a computerized career guidance system.

The office maintains a Career Resource Center that contains over 700 books and articles about a variety of occupational areas as well as directories of organizations. Career Search, a computer database of more than 900,000 employers nationwide, is available for students and alumni to use in their job searches. The Resource Center also houses information on graduate and professional school programs, including law and medicine, as well as internship listings and full-time, part-time, and summer job vacancies. Listings for internships and full-time positions are also available on-line. Informational interview binders list alumni and others who are willing to discuss their career fields. This service is also available on a stand-alone computer. Employer Fair, held in the fall, provides an opportunity for representatives from businesses, government agencies, school systems, and non-profit organizations to explain their career opportunities. Careers and Majors Day, held in the spring, brings MWC alumni to the campus to discuss their career fields.

Workshops on résumé writing and interviewing skills, as well as videotaped mock interviews, help students with their job search. Through the on-campus recruiting program, graduating students have the opportunity to interview with organizations hiring for full-time positions. The office also maintains credential files for seniors and alumni. A resume referral service is available for seniors and alumni. Résumés are available to employers through a web-based system.

SERVICES FOR STUDENTS WITH DISABILITIES

Mary Washington College is committed to providing equal opportunity to all academically qualified students and complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Fair Housing Act. Special services are provided to students with disabilities in order to ensure equal access to the College's programs and activities.

A person with a disability is defined by law as anyone with a physical or mental impairment that substantially limits one of more of such major life activities as walking, seeing, hearing, speaking, working, or learning.

Disabling conditions may include but are not limited to chronic health impairments (such as AIDS, seizure disorders, muscular dystrophy, arthritis, heart disease, and respiratory conditions), blindness/visual impairments, deafness/hearing impairments, psychiatric conditions, traumatic brain injuries, specific learning disability conditions/ dyslexia, attention deficit disorders, speech/language impairments, and chronic physical disabilities.

Disclosure of disabilities is voluntary; however, in order to ensure equal access to programs and services, students are encouraged to contact the Office of Disability Services (Voice-540-654-1010; TTY- 540-654-1102) and to provide appropriate, professional documentation of the disability. Students are required to request reasonable accommodations through the Office of Disability Services in order to receive such accommodations. Depending on the student's needs, the Office coordinates services for the student with a disability, advises and assists in arranging accommodations, and acts as a liaison between students and faculty/administrators/staff on issues relating to services or accommodations. Because each student may require a different approach in order to achieve equal access to programs and services, accommodations may include, but are not limited to, reduced course loads, extended test time, note taker assistance, taped books, sign language interpreters /cued speech transliterators, assistive devices, adaptive physical education, and housing modifications.

COMPUTER ACCESS CENTER FOR THE VISUALLY IMPAIRED

The Computer Access Center for the Visually Impaired is designed to provide access for students, faculty, and staff who cannot use conventional computers. Equipment can display characters up to five inches tall which includes a sophisticated speech synthesizer, a closed-circuit color television camera which can display enlarged printed materials, Internet access, plus connection to the Campus Network and e-mail. In addition, the Center includes a CD-ROM system which is useful for some bibliographical resources such as the National Library Services Catalog of Braille and Recorded Materials. Recently added, is the HP Scanner with Open Book Software used to scan printed materials into computer usable format. The Computer Access Center has catalogues and resources lists for recorded, Braille, and large-print textbooks, as well as a large collection of information about aids and appliances. Location: Monroe 208, contact: Office of Disability Services.

CENTER FOR HISTORIC PRESERVATION

Established in 1979 through a Commonwealth of Virginia Grant for Excellence, the Center for Historic Preservation has a dual mission, to support the historic preservation program and to encourage preservation activities from local to international scales through public outreach programs. The Center enhances students' opportunities for employment, research, internships, and public involvement in preservation by sponsoring lectures, workshops, and conferences and by conducting research and service projects in the Fredericksburg region. Preservation organizations, government agencies, and citizens are the beneficiaries of the Center's second charge – the support of preservation activities through public programs and cultural resource management services. Since 1989 the Center annually awards the nationally competitive Historic Preservation Book Prize to the book that a professional jury deems to have made the most significant contribution to the intellectual vitality of historic preservation in America. The Center also administers the eighteenth-century "Enchanted Castle" archaeological site at Germanna on which Governor Alexander Spotswood's frontier estate was located.

LEIDECKER CENTER FOR ASIAN STUDIES

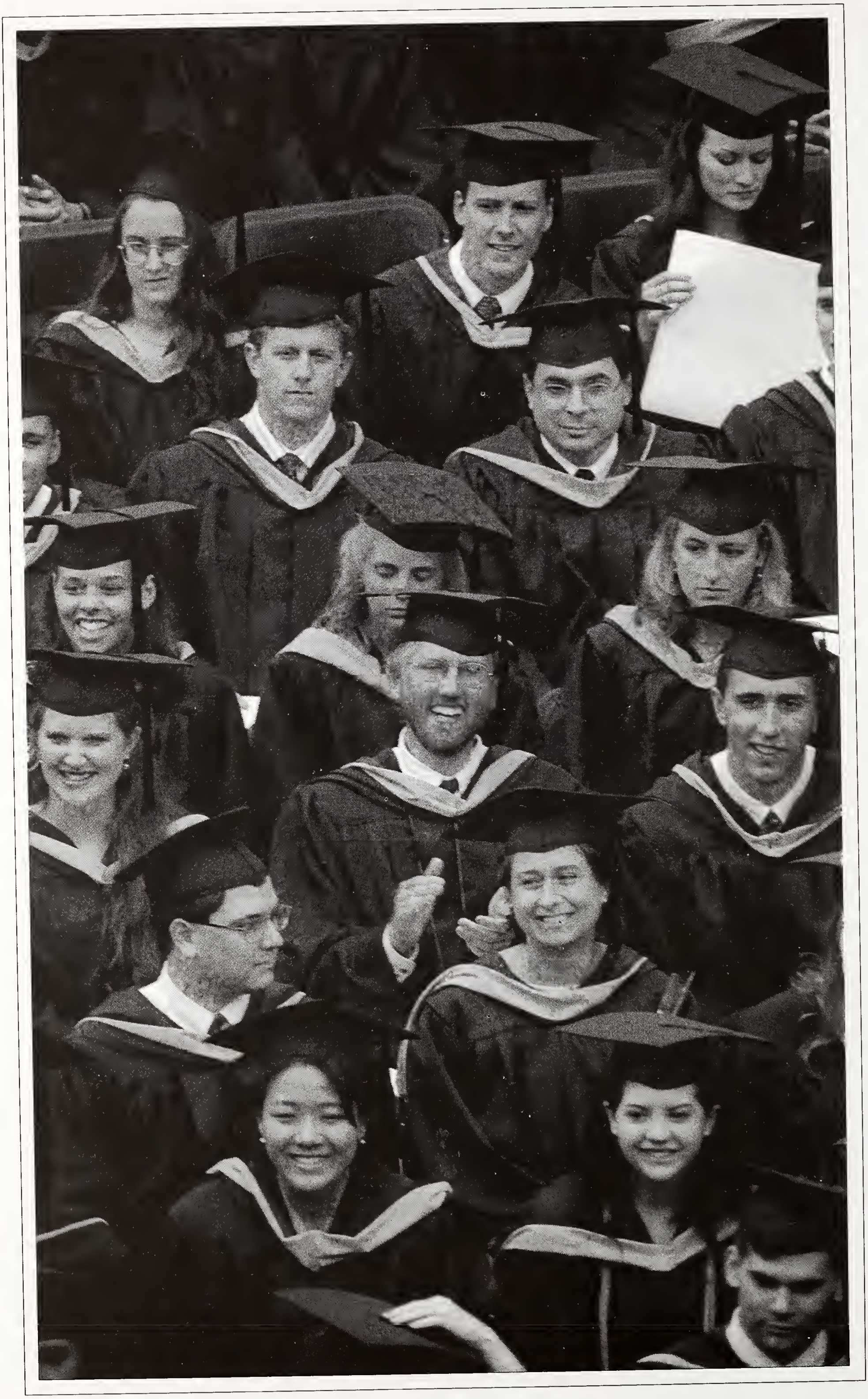
The Leidecker Center for Asian Studies supports interdisciplinary study of Asia, drawing on the expertise of faculty from across the campus. The Center sponsors an annual lecture series, seminars, and conferences. In coordination with the resources of the College Office of International Academic Services, the Center also promotes academic and cultural exchange as well as awareness of Asia and its place in the world. In addition to promoting the academic study of Asia, the Center for Asian Studies sponsors public workshops allowing direct familiarity with various aspects of Asian cultures. The Leidecker Center for Asian Studies was established by the College's Board of Visitors in 1998 in honor of Professor Emeritus Kurt Leidecker (1902 - 1991), a professor of philosophy at Mary Washington College from 1948 until his retirement in 1973 and a specialist in Buddhism, who first developed a program in Asian Studies at Mary Washington College.

COLLEGE GALLERIES

The Ridderhof Martin Gallery is a high-quality art museum facility. It displays traveling exhibitions from museums around the country, bringing to the College the art of the past and present from many cultures. Other exhibitions draw from the permanent collection for themes such as "The Artist Looks at Sister Artists" and "Art and 20th-Century War." The duPont Gallery features painting, drawing, sculpture, photography, ceramics, and textiles by art faculty and students as well as other contemporary artists.

The Galleries' permanent collection of some 5,000 artworks is strongest in mid-twentieth-century art and Asian art. The Galleries also house much of the life's work, as well as the personal papers, of New York surrealist Margaret Sutton and Los Angeles figurative expressionist Phyllis Ridderhof Martin.

Professors in art history and other fields often assign class projects and research in the Galleries. Students study the works on view and in storage, and delve into the computerized records and paper files. Students also participate in cataloguing the collection and organizing and installing exhibitions.



Academic Programs

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BACHELOR OF ARTS, BACHELOR OF SCIENCE

Requirements for these degrees are divided into three basic categories: General Education courses, the major program, and elective courses. The General Education requirements acquaint the student with the various areas of study and modes of thought in the liberal arts and sciences. The major program allows a student to investigate one discipline (or several in an interdisciplinary or special major) in depth. Although students must major in an academic discipline, they may also work toward a specific career or professional goal. Both major programs and career opportunities are outlined in the following sections.

Together, the General Education requirements and the major program account for approximately one-half to two-thirds of the total course of study. Although students decide individually how best to fulfill the rest of their undergraduate curriculum, the College encourages a rich and diverse total program. Options open to the student include individual study, student-designed special majors, pass/fail courses, and double majors.

Making decisions is a part of one's education at Mary Washington. While faculty members help students select courses and major programs of study, the final decisions are the student's own. Students are responsible for assuring that they fulfill all degree requirements.

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B.A./B.S. DEGREE REQUIREMENTS

The choice of major program determines which degree one receives. Both the B.A. and B.S. degrees require 122 credits for completion. Both degrees also require an overall cumulative grade-point average of at least 2.00 (equivalent to a "C" average) on Mary Washington coursework, as well as a cumulative grade-point average of at least 2.00 in each major program on Mary Washington coursework. To be considered a degree candidate, a student must earn at least thirty academic credits at Mary Washington College, including at least half the credits required for the major program. Students must also earn at least fifteen of the last twenty-one credits of their degree programs at Mary Washington. *Beginning in fall 2001, all B.A./B.S. degree-seeking students must demonstrate proficiency with information technology prior to graduation. (See page 50.)*

GENERAL EDUCATION REQUIREMENTS FOR B.A./B.S. DEGREES

The General Education curriculum represents the College faculty's intellectual consensus on that broad course of study which constitutes the foundation of a solid liberal arts education. Organized into eight goal areas and five across-the-curriculum areas, General Education requirements may be completed by Mary Washington College coursework, by approved equivalent transfer coursework, or by equivalent Advanced Placement (AP) or International Baccalaureate (IB) credit as defined by the most current AP-IB Policy. No General Education coursework, except Goal 8, may be completed on a Pass/Fail basis. Any modifications in course offerings appear in the Official Schedule of Courses. *To fulfill General Education requirements, a course must be designated as a General Education course for the semester in which it is offered.*

GOAL 1. The ability to write logically, clearly, and precisely; the ability to acquire, organize, present, and document ideas and information (3 credits). English 101 or competence in English composition as demonstrated by official examination scores.

GOAL 2. An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem-solving (6 credits, 3 of which must be a mathematics course). Computer Science 110, 125, 220, 230; Mathematics 110, 121, 122, 125, 200; Music Theory 181; Philosophy 151.

GOAL 3. An appreciation of major contributions of science to an understanding of the natural world and to the possible solution of contemporary problems; the application of laboratory science methods to the acquisition of knowledge through a two-semester vertically-building sequence of laboratory courses in the same discipline (8 credits). Biology 121–122; Chemistry 105–106, 111–112; Geology 111–112; Physics 101–102, 105–106.

GOAL 4. An understanding of human culture as expressed in artistic achievements and as revealed in literature (6 credits with one course in the arts and one in literature). Arts: Arts 101, 102; Art History 114, 115; Classics 110; English 245; Interdisciplinary 204; Music History and Literature 151, 152; Theatre 111. Literature: Classics 110; English 205, 206; Modern Foreign Languages 201; Theatre 211, 212.

GOAL 5. An understanding of the intellectual foundations and development of Western civilization (6 credits). Classics 101, CPRD 101, 102, 103; Geography 205; Historic Preservation 101; History 121, 122, 131, 132; Mathematics 207; Philosophy 102, 201, 202; Religion 103, 205, 206.

GOAL 6. An understanding of the forces shaping human behavior, social structures, institutions, and spatial relationships (6 credits). Anthropology 101, 102; Business Administration 105; Economics 201, 202; Geography 201; Linguistics 101; Philosophy 100; Political Science 101, 102; Psychology 100; Religion 102; Sociology 100, 200.

GOAL 7. Intermediate-level (202) competence in a foreign language, ancient or modern (0–12 credits). A MWC student may begin at any level of language for which he/she is prepared, but he/she must successfully complete the remaining sequence of courses through the 202 intermediate level, in order, once begun. No course may be skipped or taken pass/fail. Sequence violations may result in a deletion of credits.

Exemptions: (1) By test scores: 620 or higher on an SAT II foreign language subject test or passing the MWC competency test, or (2) Successful completion of an advanced-level (300-400) foreign language course taught in the language, or (3) Submitting pertinent documents verifying that English is not the student's native language and by confirming the student's current ability to speak, read, translate, and write on a college intermediate (202) level in his/her native language. Such students must also successfully complete English 101 or obtain an exemption therefrom.

GOAL 8. Physical well-being and activity (2 courses, 2 credits minimum). Satisfied by current course offerings in Physical Education and Dance (not Dance 225, 226).

ACROSS-THE-CURRICULUM REQUIREMENTS

In addition to the goal areas and courses specified above, the College faculty endorses multi-disciplinary curricular emphases as part of the General Education program. These emphases may be fulfilled by General Education courses, electives, or courses in the major: such courses are designated each semester in the Official Schedule of Courses as meeting across-the-curriculum criteria. The same course may satisfy multiple requirements.

Environmental Awareness. One course examining human activity and the biosphere.

Global Awareness. Two courses promoting an understanding of other places, cultures, and societies.

Race/Gender Intensive. One course examining issues of race and/or gender.

Speaking Intensive. Two courses in which oral assignments are a significant portion of the student's graded work.

Writing Intensive. Four courses beyond the Goal 1 requirement.

MAJOR PROGRAM

A major program within a single discipline requires at least thirty, but no more than forty, credits. Students must take at least one-half of the major program at Mary Washington, earning a grade-point average of 2.00 in the courses. In addition to majors in the traditional arts and sciences disciplines, the College offers special major programs. Many students complete two major programs to satisfy diverse personal interests. Requirements for the major programs appear in the department entries of this Catalogue.

A student and faculty advisor may also design a special major program by selecting, from two or more departments, courses that define a coherent field of concentration. Examples of recently-approved Special Majors include programs in Afro-American Studies, Asian Studies, Italian Studies, Latin-American Studies, Linguistics, Medieval Studies, Public Affairs Journalism, and Women's Studies. A proposal for a special major should be submitted during the sophomore or junior year and must be submitted before earning 15 credits in the proposed major program.

ELECTIVES

Students must complete enough additional courses to accumulate 120 semester credits, exclusive of the required two credits of physical education. No student in a regular B.A. or B.S. program may count more than 55 credits in a single discipline toward the 122 credits required for graduation.

INFORMATION AND TECHNOLOGY PROFICIENCY REQUIREMENT

Proficiency with information technology includes e-mail, word processing, library and information literacy, and spreadsheets. Completion of this requirement and its components will be noted on the student's transcript. This requirement **does not** involve additional credit hour expectations and is accomplished through new student orientation and existing course work. The Center for Instructional Technology and staff of the Simpson Library are responsible for the administration and oversight of this requirement.

BACHELOR OF LIBERAL STUDIES (B.L.S.) DEGREE REQUIREMENTS

The Bachelor of Liberal Studies (B.L.S.) is designed for persons 24 years of age and older. Persons under the age of 24, possessing an associate's degree or equivalent, may also be viable candidates. Credit previously earned at other institutions, through CLEP, or through military experience/training, and learning acquired through life or work experience may be converted to college credit. The candidate for the Bachelor of Liberal Studies degree works closely with a faculty mentor to design a curriculum plan that incorporates the student's past experience and current goals.

The B.L.S. degree requires 120 semester hours, distributed in three categories: general education, electives and major. Students must also satisfy the English composition competence, writing intensive, classroom experience, residential credit, and information and technology proficiency requirements listed below. Students may receive B.L.S. resident credit for MWC courses completed the summer and semester immediately prior to entering the B.L.S. program. (See the BLS Program Information Handbook for additional details regarding resident credit). A grade-point average of 2.00 on all Mary Washington College work is also required. Students who have registered for classes in the B.A./B.S. program at MWC within the past calendar year and who have completed more than 30 credits at the College are not eligible to enroll in the B.L.S. program.

Some students are encouraged to complete Liberal Studies 100, *Orientation*. Others may wish to enroll in Liberal Studies 101, *Portfolio Development*, for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

General Education Requirements. The requirements for general education credits in each area of study are as follows:

Humanities. (6 credits) art appreciation, art history, classics, drama, history of film, literature, music appreciation, music history, philosophy (excluding logic), religion.

Social Sciences. (6 credits) anthropology, economics, geography, historic preservation, history, linguistics, political science, psychology, sociology.

Natural Science and Mathematics. 9 credits, with a minimum of 3 each in both natural science (astronomy, biology, chemistry, geology, physics) and college-level mathematics.

Communication Arts. (6 credits) art theory, computer language, creative writing, foreign language, logic, music theory, performing arts, photography, speech, studio arts.

Electives. Fifty-one credits may be taken in electives.

Major. A student may select any liberal arts major offered by the College or create an approved, coherent interdisciplinary concentration from the offerings of several departments. Students must earn a quality point average of 2.0 in this area.

Competence in English Composition. Each student must demonstrate competence in English Composition. This may be accomplished by taking English 101, *Writing Workshop*, completing a comparable writing course, or through MWC English Department certification.

Writing Intensive Requirement. Each student matriculating into the B.L.S. program with 60 or fewer transfer hours will need two writing intensive courses (inclusive of English competency); students who matriculate with more than 60 hours will need one writing intensive course (inclusive of English competency) to satisfy B.L.S. graduation requirements.

Classroom Experience. At least 30 credits must be earned by direct classroom experience at Mary Washington or another accredited institution.

Residence Credit. Thirty semester hours must be completed at Mary Washington College after admission to the B. L. S. program.

Information and Technology Proficiency. *Beginning in fall 2001, all B.L.S. degree-seeking students must demonstrate proficiency with information technology prior to graduation. (See page 50.)*

MASTER OF ARTS IN LIBERAL STUDIES (M.A.L.S.) DEGREE

The Master of Arts in Liberal Studies program is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. Many courses are interdisciplinary, and the faculty is drawn from many departments. See the James Monroe Center Academic Catalogue for details.

As of June 1, 2001, no new students will be admitted to the Master of Arts in Liberal Studies program. While the college will offer courses to enable previously M.A.L.S. students to complete their degree programs, no new students will be accepted.

SECOND MAJOR OR POST-BACCALAUREATE DEGREE

A student who has earned a bachelor's degree from Mary Washington College and wishes to pursue further undergraduate work may either

complete an additional major and have it noted on the permanent record (with the date of completion) or earn a second degree if it is different from the first (for example, a B.A. or B.L.S. if the first degree was a B.S.). For the second degree a student must apply for admission and then earn at least thirty additional credits at Mary Washington, including the major program and the General Education requirements listed in the current Catalogue. For an additional major, a student must complete only the major requirements listed in the current Catalogue.

A student who has earned a bachelor's degree at another institution must enter Mary Washington as a transfer student and then complete the major program and General Education requirements of the second degree as defined in the current Catalogue.

SUMMER SESSION

The College's Summer Session offers numerous opportunities to enrich and accelerate a student's academic program. Additional Summer Session offerings include internships, study abroad courses, and courses which satisfy state teacher recertification requirements.

STUDENT OUTCOMES ASSESSMENT

Mary Washington College has adopted a comprehensive plan for evaluating the impact of its programs and services on its students. Developed in response to guidelines set forth by the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools, the assessment program examines the extent to which the College is meeting its intended goals for its students.

The College's commitment to assessing its effectiveness necessitates the participation of students, who are required to be involved directly in the evaluation of the General Education curriculum. Graduating seniors may also be required by their major departments to participate in assessing the effectiveness of major programs. Students who choose not to participate in assessment activities may have sanctions placed against them.

Assessment results are used to evaluate programs, not individual students. Although the data collected are maintained in the College's computer data base, they are not included on official transcripts, nor are the aggregated data used for any purpose other than comparative analysis. The long-range goals of outcomes assessment are to identify the College's shortcomings and build upon its strengths. Only by examining closely the effects of what it does can the College become a stronger and continuously improving institution.

ACADEMIC POLICIES AND PROCEDURES

A Dictionary of Academic Regulations, published annually by the Office of Academic Services, states the B.A./B.S. academic policies and procedures of the College. The Student Handbook, issued by the Dean of Students, covers non-academic policies. These documents, as well as the college Catalogue, are for the convenience of students, faculty, and staff, but none should be interpreted as an irrevocable contract. Each student is responsible for familiarizing him/herself with and noting changes in policy or procedures affecting his or her program and adjusting the program accordingly. Final responsibility for enrolling in appropriate courses in the right sequence and for meeting all degree requirements rests with the student.

GRADING

Academic performance in any course is rated according to the following system:

A	**4.00 quality points**	(unusual excellence)
A-	**3.70 quality points**	
B+	**3.30 quality points**	
B	**3.00 quality points**	(work distinctly above average)
B-	**2.70 quality points**	
C+	**2.30 quality points**	
C	**2.00 quality points**	(work of average or medium quality)
C-	**1.70 quality points**	
D+	**1.30 quality points**	
D	**1.00 quality points**	(work of below average quality)
F	**0.00 quality points**	(failure)

The following grades carry 0.00 quality points:

PA	**Pass in a Pass/fail Class**
FA	**Failure in a Pass/fail Class**
SA	**Satisfactory**
UN	**Unsatisfactory**
W	**Course Withdraw**
I	**Incomplete**
G	**Delayed Grade**
CR	**Credit by Exam**
TR	**Transfer Credit**
NG	**Audit**
NC	**No Credit**
ZC	**Zero Credit**

Grade-Point Average. Grade point averages are computed only on graded credits for courses taken at Mary Washington College. Each grade, "A" through "D," carries a numeric value which, when multiplied by the number of course credits, produces the number of quality points for the course. The overall cumulative grade point average is the product of the total number of quality points divided by the total number of completed MWC graded credits. For example, a three credit course with a grade of "A" would provide 12 quality points (3 credits times 4 quality points = 12 quality points); a four credit course with a grade of "A-" would yield 14.8 quality points (4 credits times 3.70 quality points = 14.8 quality points). A student who completed 15 grade credits with a total of 45 quality points would have a grade point average of 3.0. Credits-by-examination, transfer credits, physical education or 100-level dance courses, or courses taken for a pass/fail grade for which a pass grade was earned are not included in the computation of the GPA. However, a failing grade received in a course taken for a pass/fail grade will be included in this calculation.

Mid-Semester Reports. In the middle of each semester, students are notified by the Office of the Registrar if their performance in a course is unsatisfactory. Although neither entered on a student's permanent record nor sent to parents or guardians, mid-semester unsatisfactory reports are sent to the Office of Academic Services and to each B.A./B.S. student's advisor. Because a "U" is a warning that significant improvement is needed, the student should consult instructors and advisors for assistance.

CLASS STANDING AND ACADEMIC PROGRESS

If a student intends to graduate in eight semesters, normal progress toward a degree is a minimum of 28 credits completed for the first two semesters and 15 to 18 credits completed during each of the remaining six semesters for a total of 122 credits. Under this definition of normal progress, students are classified as follows:

Freshmen	1 to 29 credits
Sophomores	30 to 59 credits
Juniors	60 to 89 credits
Seniors	90 or more credits.

Students who wish to accelerate their progress and graduate in fewer than eight semesters must consistently take 17 or 18 credits each semester and attend summer sessions; in this way, a student is able to graduate in three calendar years. A student may drop below a 12-credit course load without permission; however, a residential student may not live in a College residence hall while carrying fewer than 12 credits unless special permission has been obtained from the Office of Academic Services. Students receiving financial aid should consult the Office of Admissions and Financial Aid before dropping below a normal course load.

CONTINUING AT THE COLLEGE

Generally, each spring, all degree-seeking students confirm their fall semester registration by paying a Declaration to Continue fee and tuition deposit. This fee and tuition deposit are billed to all students who participate in Fall Advance Registration After the end of the Fall Advance Registration week, students wishing to register must pay the fee and deposit in the Office of Student Accounts before they will be permitted to register. Continuing students not attending the fall semester but returning to study in the spring semester will be required to pay the fee and deposit prior to registration.

WITHDRAWING FROM THE COLLEGE

A student who wishes to withdraw from the College during a semester must complete the appropriate forms in the Office of the Registrar and obtain clearances from several administrative offices. Ceasing to attend classes does not constitute a withdrawal and may result in failing grades.

PROBATION, SUSPENSION, AND DISMISSAL, ACADEMIC.

All Mary Washington College students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative MWC GPA, the standard required for graduation. Students who fall below a 2.00 overall cumulative MWC GPA are in academic jeopardy and are subject to the College's probation, suspension, and dismissal policy.

The purpose of probation, suspension and dismissal is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance, or, finally, to serve notice that the institution does not choose to allow them to continue because there is little or no likelihood of their finishing successfully.

For both full-time and part-time students, evaluation of academic standing is based on the total number of graded credits attempted (including AP credit, IB credit, CLEP credit, and transfer credits) and the MWC overall cumulative grade point average (GPA). (Grades of PA, SA, UN, and W are not considered in calculating the MWC GPA.) In determining academic standing, the number of graded credits will include all accepted AP, IB, CLEP, and transfer credits as well as MWC credits; the GPA, however, will be calculated on MWC credits only.

Good Standing: Any student with an overall cumulative MWC GPA of 2.00 or higher will be considered to be in good academic standing.

Probation: A student is placed on probation whenever the student's overall cumulative MWC GPA falls below 2.00.

Full-time students will be reviewed, and probation actions will be taken at the conclusion of each fall and spring semester.

Part-time students will be reviewed and probation actions will be taken at the conclusion of each spring semester.

Previously part-time students who subsequently enroll as full-time students will be reviewed at the conclusion of each semester of full-time coursework and probation actions will be taken at that time.

Any student placed on probation may continue enrollment at the College until the conclusion of the next spring semester. (See Suspension/Dismissal below.) Students on probation who achieve an overall cumulative MWC GPA of 2.00 or higher will be returned to good academic standing. Any student previously on probation whose overall cumulative MWC GPA falls again below a 2.00 will be returned to probation.

As appropriate, a notation of the student's probation status is entered on the student's permanent record. **A student placed on academic probation is required to consult with his/her faculty advisor and the Associate Dean of Academic Services no later than the first week of the ensuing semester.**

Suspension/Dismissal: Students who do not make satisfactory progress while on probation will be suspended/dismissed. No student can be suspended after only one semester at the College; a period of probation of at least one semester duration will always precede suspension/dismissal action.

As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not enroll in any classes at MWC (semester or summer) until his/her term of suspension expires. However, a student under first suspension may enroll in MWC's summer school after consultation with an advisor from Academic Services. A dismissed student is ineligible to obtain a degree from MWC or to continue enrollment in courses offered by the College.

The academic records of all students on probation are subject to review for academic suspension/dismissal at the conclusion of each spring semester. All students on probation during the spring semester (or during the preceding fall semester and summer terms, if not enrolled during the spring semester) must have met the appropriate minimum overall cumulative MWC GPA , based upon their total graded credits (including AP, IB, and transfer credits as well as all MWC credits):

Number of Credits	**Minimum Overall Cumulative GPA**
12-30	1.25
31-60	1.50
61-90	1.75
91-122+	2.00

All students on probation who have not achieved the requisite minimum overall cumulative GPA at the conclusion of each spring semester will be suspended/dismissed, according to the terms below:

FIRST SUSPENSION—One-semester suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent semester, but he/she would be eligible to return for the following spring semester. However, a suspended student would be eligible to attend MWC's summer school after consultation with an advisor from Academic Services. If a suspended student's GPA meets the minimum Overall Cumulative at the end of the summer session, the student will be automatically re-instated (See Re-instatement after Suspension below.)

SECOND SUSPENSION—Two-semesters suspension. Appeals reviewed by the Committee on Academic Standing. The student will be ineligible to attend the subsequent summer session, fall semester and spring semester; but he/she would be eligible to return for the following summer term and/or fall semester. (See Re-instatement after Suspension below.)

DISMISSAL—Permanent suspension. No appeal to the Committee on Academic Standing possible. A dismissed student is ineligible to obtain a degree from MWC or to continue enrollment in courses offered by the College.

Any student placed on suspension may appeal his/her suspension to the Committee on Academic Standing. The Committee on Academic Standing, a panel comprised of faculty and administrators, is appointed by the Dean of the Faculty. This committee considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This committee also has the authority to establish and enforce re-instatement contracts for students returning after the completion of suspension periods.

NOTE: Courses taken at other institutions while a student is on suspension (academic, disciplinary, or honor) from MWC are not accepted by MWC for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer coursework is automatically revoked when a student is suspended/dismissed.

Re-instatement after Suspension. A first-time or second-time suspended student who wishes to re-enroll must indicate to the Committee on Academic Standing, in writing, that he/she intends to return to the College at the conclusion of his/her suspension period. Guidelines for petitioning the Committee are available in the Office of Academic Services. The student's re-instatement petition must be **received** in the Office of Academic Services by **February 15** to be considered for fall semester (or summer session) re-enrollment or by **September 15** to be considered for spring semester re-enrollment. The Committee on Academic Standing will then extend a re-instatement contract to the student, who, on formally accepting the contract, will be **assured continuance** and permission to enroll in courses at MWC **during the semester immediately following the conclusion of the**

suspension period. A student returning from suspension after the end of the spring semester is eligible to take courses during the subsequent summer. (See also READMISSION.)

READMISSION/REINSTATEMENT

B.A. or B.S. students who discontinued attendance for three consecutive semesters or more are no longer considered to be in a degree program at the College. Students who wish to return to study must reapply for admission if their last cumulative GPA was a 2.0 or better and if they were not on an approved Leave of Absence for each of the non-attending semesters. B.A or B.S. students who do not return to study within one semester after the conclusion of their approved Leave of Absence are also no longer considered to be in a degree program at the College. Students may reapply for admission through the Office of Admissions.

Students seeking such readmission must submit transcripts of any academic work completed while not in attendance at Mary Washington College for evaluation and consideration of transfer credit. Previously earned MWC credits will also be reviewed for possible application to the current curriculum. Further, students who are readmitted must follow the graduation requirements and major requirements of the Catalogue in force at the time of their readmission.

Students wishing to return to study after a period of absence of three consecutive semesters or more with a cumulative GPA less than a 2.0 must apply to be reinstated to their degree program through the Committee on Academic Standing. Such students are not eligible to return through the readmission process stated above nor are they guaranteed approval to re-enroll.

An undergraduate student who is seeking readmission to the College after a continuous absence of seven or more years may choose to have all Mary Washington College coursework which is at least seven academic years old not counted in the calculation of the GPA by declaring Academic Bankruptcy. In choosing this option, such a student receives credit for courses in which a grade of at least “C” was earned; the grades for such courses, however, are not included in the computation of the GPA. The decision to declare Academic Bankruptcy must be made at the time of re-enrollment and can be claimed only once in a student’s career at the College.

Students who have completed a BA or BS degree who are continuing their enrollment to complete a second major or to complete the requirements for teacher licensure do not need to reapply for admission. However, students who are resuming attendance after completing one degree to complete a second degree must seek admission to the second degree program through the Office of Admissions.

TRANSFER COURSES AFTER MATRICULATION

Students admitted to degree programs at Mary Washington may use courses taken at other colleges and universities to meet Mary Washington degree requirements by obtaining prior approval from the Office of Admissions. All courses must be approved in advance for transfer credit. Courses to be counted in the major program must also be approved by the student’s major advisor, who helps the student select course work related to major requirements at Mary Washington. Pre-approved transfer credit will be applied to an MWC degree only if the Office of Admissions receives an official transcript of that coursework by the College's final deadline.

STUDY ABROAD

The procedure for transferring credits earned on study abroad programs is the same as that for transferring credits earned at U.S. institutions, except that earlier planning is necessary. Usually, preparations begin a year or so in advance. Students in any major can make study abroad part of their Mary Washington experience. With the guidance of faculty advisors and the resources of the Office of International Academic Services, students investigate the broad range of available programs. Students may enroll in programs sponsored by American universities or apply directly to foreign institutions. Since some of the courses can fulfill requirements in the major program, the student's major advisor must be involved in planning study abroad as well.

ACADEMIC RECORDS

The College maintains an official academic record in the Office of the Registrar for each student. This record contains all completed course work, grades, grade-point average, and notes on the student's academic status. Access to academic records is allowed in accordance with the Family Educational Rights and Privacy Act as amended in 1974. Procedures for student access to the academic record are published annually in the *Student Handbook*. There are no rights guaranteed under the Act for parents of college students, regardless of the student's age. In compliance with this federal law, Mary Washington College will not release information about a student's grades without the student's prior written consent.

COMMENCEMENT

Degrees are conferred and diplomas awarded at a ceremony at the conclusion of the spring semester each year to those students who completed all degree requirements that spring or during the previous summer session or fall semester. Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements.

RECOGNITION OF STUDENT ACHIEVEMENT

Student achievement is recognized by Mary Washington College in several ways. At the end of each semester, the College publishes The President's List and The Dean's List of Honor Students. Outstanding student achievement is also acknowledged at Commencement with a variety of honors and awards, and other recognitions are presented at annual Convocation ceremonies. In addition, most academic departments sponsor College chapters of national honor societies which recognize student achievement in specific disciplines. These academic discipline honor societies and their criteria for election to membership are published annually in the *Student Handbook*.

THE PRESIDENT'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of new course work on which grade points can be computed and attained a grade-point average of 4.00 on that work earns a place on the President's List of Honor Students for the semester.

THE DEAN'S LIST

At the close of a semester's grading period, each degree-seeking student who has completed at least twelve credits of new course work on which grade points can be computed and attained a grade-point average of 3.50 to 3.99 on that work earns a place on the Dean's List of Honor Students for the semester.

DEPARTMENTAL HONORS

Students may earn graduation honors in their major subjects. Each department establishes its own requirements for honors projects or theses. During the junior year, interested students should consult with the chair of the major department for details. Awards of departmental honors are announced at Commencement.

ACADEMIC DISTINCTION

The College recognizes the academic achievement of graduating bachelor's degree students who have earned at least sixty resident credits through the awards of Cum Laude (3.25-3.49 cumulative grade-point average), Magna Cum Laude (3.50-3.74 grade-point average), and Summa Cum Laude (3.75-4.00 grade-point average). The College recognizes the academic achievement of all graduating bachelor's degree students who have earned at least thirty but fewer than sixty resident credits through the awards of With Distinction (3.30-3.74 grade-point average) and With Highest Distinction (3.75-4.00 grade-point average). Students eligible for one set of awards are ineligible for the other set. These awards are based solely on the student's grade-point average at Mary Washington College, and the requisite hours include only those for which grade points can be computed.

COLGATE W. DARDEN, JR. AWARD

Established in 1960, this award honors Colgate W. Darden, Jr., President of the University of Virginia from 1947 to 1959. It consists of a medal designed by Gaetano Cecere, formerly of the Department of Art, and a cash award. It is presented to the senior having the highest Mary Washington College grade-point average. To be eligible, a student must have earned at least 94 credits on which grade points can be computed.

PHI BETA KAPPA

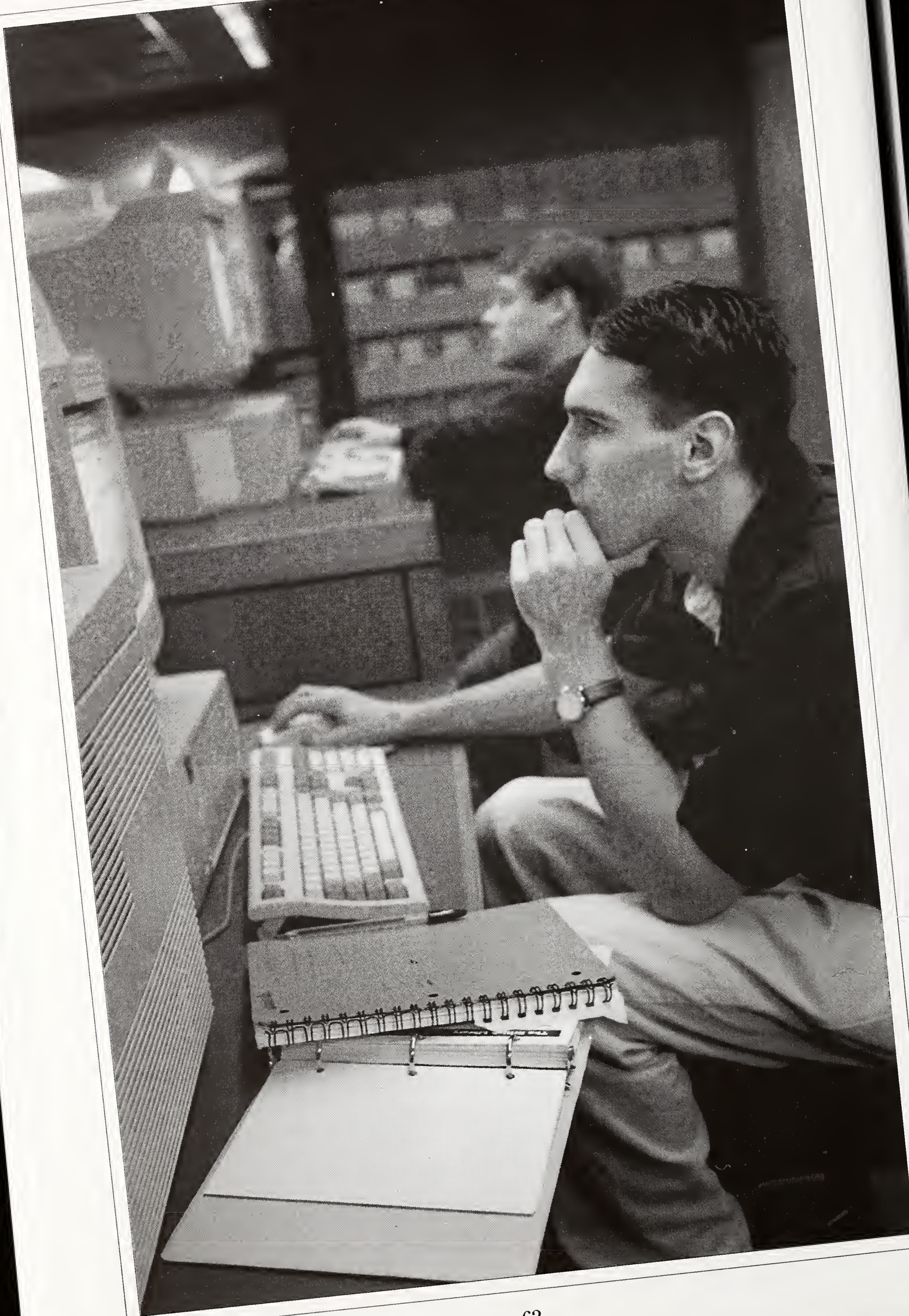
The oldest and most prestigious of national academic honor societies, Phi Beta Kappa recognizes the superior achievement of juniors and seniors in the pursuit of a liberal education. With only some 300 approved Phi Beta Kappa chapters nationwide, the installation of Mary Washington College's Kappa of Virginia chapter in 1971 attests to the quality of the College as well as of its students, who are elected to membership by the Phi Beta Kappa faculty members and alumni who constitute the present Kappa of Virginia chapter.

MORTAR BOARD

Mortar Board is the national senior honorary recognizing those students who combine outstanding records of scholarship, leadership, and service. Founded as a women's honorary in 1918, it has been open to both men and women since 1976.

WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES

Senior selection to Who's Who is based on scholarship, leadership, community activities, citizenship, and service to the College.



Courses of Study

★ ★ ★ ★ ★

UNDERGRADUATE PROGRAMS

Mary Washington College, through its twenty-two academic departments, offers twenty-eight undergraduate majors. Some departments also offer special concentrations within the major, such as Latin within the classics major and anthropology within the sociology major, and special majors are possible through application to the Curriculum Committee.

Courses numbered 100 through 199 are ordinarily elementary or introductory. Courses numbered 200 through 299 may assume prior study or competence in the subject, acquired in secondary school or in college. Courses numbered 300 through 498 assume either previous course work or special competence in the field. Courses numbered 499 are internships. Individual study courses offer learning opportunities in areas or subjects not covered by regular courses. Courses numbered 500 and above are for graduate students.

No course may be taken for credit which is a prerequisite for, or introductory to, a course already completed successfully. A current prerequisite list is published in the Schedule of Courses each semester. Students are responsible for checking their courses against the list before registering.

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AMERICAN STUDIES

Department of History and American Studies

Arthur L. Tracy, *Chair, Program Director*
Career Advisors
William B. Crawley, Jr.
Arthur L. Tracy

The American Studies Program

The American Studies program allows students to choose from among three options in the exploration of American culture. All three options require majors to take the same set of eight core courses (24 credits) which range broadly across American culture with the aim of identifying and analyzing major characteristics from colonial life to modern society, exploring behavior and beliefs, and making reasoned judgements about the American experience. Beyond the core courses, **Option 1** allows majors to select their 15 related field credits from an extensive list of humanities and social science courses relating to American culture.

Option 2 provides majors with a **Human Rights** focus, and requires them to take AMST 333. Option 2 offers a separate list of courses from which majors may select four additional related field courses to complete the major.

Option 3 allows majors to take a **comparative approach** to American culture by completing their related field work in courses related to Latin America. Majors who choose this option must take History 361, 362, History of Latin America.

The American Studies major has a strong focus on critical reading and writing and is ideal preparation for graduate school, law school, or careers in public school teaching, journalism, communications, library science, many areas of public service, and business.

Requirements for the American Studies Major:

Thirty-nine (39) credits: to include History 131, 132: American Studies 300, 310, 311, 312, 313 and 450. Majors selecting **Option 1** must also take fifteen credits from the Option 1 list of related field courses; majors who select **Option 2** must take AMST 333 and 12 credits from the Option 2 list of related courses; majors who select **Option 3** must take History 361, 362, and nine credits from the Option 3 list of related courses. Under special circumstances HIST 131, 132 may be taken concurrently with the core courses with permission of the Director.

American Studies Course Offerings:

300 – American Controversies (3)

Analysis of controversial historical issues from early America to the present, including examination of contemporary social and political controversies.

310 – America at Mid-Century: The Seventeenth Century (3)

An examination of the English inheritance, Indian and white relations, early colonial life and labor, origins of slavery, and Puritanism.

311 – America at Mid-Century: The Eighteenth Century (3)

The Great Awakening, evangelical Protestantism, black-Indian-white interaction, class structure, agricultural practices, themes of American identity.

312 – America at Mid-Century: The Nineteenth Century (3)

Emergence of industrial capitalism, moral reform movements, slavery, the concept of individualism, Darwinian theory, the family, national character traits.

313 – America at Mid-Century: The Twentieth Century (3)

Consumption ethic, ethnicity, black culture, American capitalism, Cold War, and the shaping of modern culture.

333 – Issues in Human Rights (3)

Analysis and discussion of changing concepts of human rights and the movements that have defended and broadened them.

350 – Topics in American Studies (3)

Explores specific topics in American Studies, e.g., "The Impact of Darwin on American Thought"; offered occasionally, depending on faculty resources and student interest; may be used to meet part of the related field requirements.

450 – Issues in Contemporary America: Senior Seminar (3)

An examination of selected current issues in American culture, specific issues. Topics may vary from year to year.

470 – Senior Project: Research

Pre-requisite: AMST 300, junior or senior status; requires research in primary sources and major paper.

491 – Independent Study (3)

Directed individual research on problems in American Studies, as approved by the Director.

499 – Internship (variable credit)

Supervised off-campus experience, developed in consultation with the Director. No credit in the major.

ANTHROPOLOGY

Department of Sociology and Anthropology

Margaret Huber, *Chair, Program Coordinator and Career Advisor*

Faculty

Distinguished Professor
Margaret Huber
Assistant Professor
E. Eric Gable

The Anthropology Program

The anthropology curriculum concentrates on social and cultural anthropology, but offers introductory courses in physical anthropology and archaeology as well. Anthropology courses study the varieties of human culture, both ancient and contemporary; discuss the methods of cultural anthropologists and archaeologists; and present the theories that have been advanced to explain cultural similarities and diversity. Besides making students aware of the extent and impress of human cultural achievement, courses also offer opportunity for collecting ethnographic data at first hand.

Although anthropologists have traditionally focused on non-western, small-scale societies, they also study contemporary American and European cultures; and their work is included in anthropology courses at Mary Washington College.

Anthropology provides an excellent background for careers in many governmental and private-sector organizations as well as museum work, journalism, advertising and market research, contract archaeology, primary or secondary education, and third-world development, as well as for graduate work in anthropology or related fields.

Students interested in an anthropological curriculum may select the Anthropology concentration in the Sociology major. For information about departmental awards, see listing for "Sociology."

Requirements for Anthropology Concentration [Major in Sociology]

Thirty (30) credits, including Anthropology 200 and 480; 15 elective credits in anthropology (up to six credits of upper-level sociology courses, excluding 491, 492, and 499, may be substituted for upper-level anthropology courses); Sociology 200; and six credits of 300- or 400-level sociology courses (excluding 491, 492, and 499).

Anthropology Course Offerings

101 – Introduction to Cultural and Social Anthropology (3)

Introduces the student to non-Western cultures, and examines fundamentals such as ritual, myth, exchange, production, law, kinship, and marriage within those cultures; discusses methods and theories pertinent to the material.

102 – Introduction to Physical Anthropology and Archaeology (3)

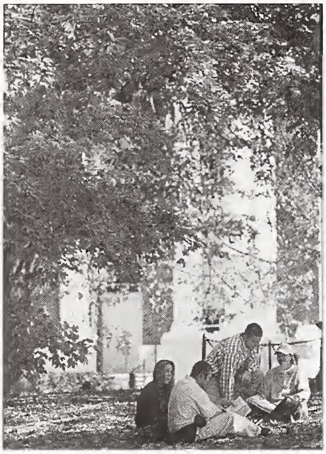
Physical: primatology, genetics, human evolution, and human varieties. Archaeology: objectives and techniques, cultural evolution, ancient civilizations of the Old and New Worlds.

200 – Ethnography (3)

An exploration of the method of anthropological fieldwork and the discursive style of presenting anthropological materials. A practical and theoretical introduction to the discipline of cultural anthropology.

215 – Pre-Columbian Mesoamerica (3)

Precontact cultures of Mexico, Guatemala, Honduras, El Salvador, and Belize, from early archaeological sites until the Spanish conquest. Concentration on the "high civilizations" of Olmec, Maya,



Teotihuacan, Toltec, and Aztec. Examination of archaeological methods, models, and problems in Mesoamerica.

217 – Primitive Religions (3)

Anthropological study of religious ideas and practices of selected non-Western peoples: sacred and profane, spiritual law, morality; sacrifice, shamanism, divination, and prayer. Cross-listed as Religion 217.

271 – Special Studies in Ethnography (3)

Recommended: Anthropology 101 or 200. Concentrates on one culture area not otherwise covered in the curriculum, and related theoretical concerns. Choice of area reflects both student and instructor interests.

302 – The Anthropology of "Race" (3)

Prerequisite: Anthropology 101 or permission of the instructor. Explores why current vernacular understandings of "race" and scientific understandings of "race" diverge so dramatically. Looks at the long history of scientific (mis)understandings of human biological diversity. Interrogates why racialist thinking has been a fundamental component of a western cultural world view.

312 – The Anthropology of Gender (3)

Prerequisite: Anthropology 101 or 200 or permission of the instructor. The anthropological approach to gender: cultural definition and social status of female and male; other genders; theories of gender definition and gender hierarchy.

316 – Political Anthropology (3)

Prerequisite: Anthropology 101, Anthropology 200, or permission of the instructor. An overview of the anthropological contribution to a comparative political science. Focuses on political structures and conflicts in non-western non-state societies. Includes an overview of anthropological studies of nationalism, colonialism, and post-colonial political processes.

317 – Gifts and Commodities (3)

Prerequisite: Anthropology 101, Anthropology 200, or permission of the instructor. Nature of non-western economies: production, division of labor, exchange and ceremonial exchange, debt, hierarchy. Impact of globalisation and capitalist economic structure on such economies.

322 – Symbolic Anthropology (3)

Prerequisite: Anthropology 101, Anthropology 200, or permission of the instructor. The interpretation of symbols as found in rituals, myths, and everyday life in both western and non-western cultures.

371 – Special Topics in Anthropology (3)

Prerequisite: Anthropology 101 or 200 or permission of the instructor. Concentrates on an important anthropological topic not otherwise covered in the curriculum; comprehensive readings and discussion. Choice of topic reflects both student and instructor interests.

480 – Senior Research (3)

Prerequisites: Sociology major with senior standing; Anthropology 200. Discussion and intensive independent research resulting in a 30–40 page senior thesis on a subject of the student's choice.

491, 492 – Individual Study and Research (Credits variable)

Prerequisite: Permission of the instructor. Individual work under the guidance of the instructor.

499 – Internship (Credits variable)

Prerequisite: Permission of the instructor. Supervised off-campus experience developed in consultation with the instructor. Up to six anthropology credits may be counted in the anthropology concentration.

ART AND ART HISTORY

Department of Art and Art History

Jean Ann Dabb, *Chair*
Marjorie Och, *Career Advisor, Art History*
Lorene C. Nickel, *Career Advisor, Studio Art*

Faculty

Distinguished Professor
Joseph C. Di Bella
Professors
Joseph G. Dreiss
Steve Griffin
Lorene C. Nickel
Associate Professors
Jean Ann Dabb
Marjorie Och
Assistant Professor
Carole Garmon
Director of College Galleries
Thomas Somma

Programs in Art

The department offers two distinct but interrelated majors. The Studio Art major challenges the student to address theory and technique in the making of art. The Art History major provides students with the intellectual environment needed to gain knowledge about works of art and the research skills necessary to discover new knowledge about them. With a collection of over 80,000 slides, lecture rooms with sophisticated equipment including optically precise projectors, a darkroom, spacious studios with skylights, and a computer imaging and multimedia laboratory, the department is fully equipped to serve both majors.

The Art History major explores in chronological sequence the span of Western art within its proper cultural, philosophical, and historical context. Special courses on styles, issues, and individuals in Western and non-Western art give a broad overview of the complexity of human artistic expression. Field trips to Washington, D.C., Richmond, Baltimore, and New York City, and lectures by visiting art historians keep students in touch with important art and recent developments in the field. In the internship program students gain valuable experience and career contacts by working in reputable museums and art institutions in the Washington and Richmond areas.

The Studio Art major teaches fundamental skills, increases aesthetic sensibilities, and advances the student's individual development primarily in the traditional areas of ceramics, drawing, painting, photography, print-making, and sculpture, with opportunities to explore personal approaches and skills in diverse media and techniques. Individual study courses for the advanced student focus on specific artistic problems. Optional internships offer professional experience. Studio Art majors culminate their program with an exhibit in the college gallery or by submission of a senior exit portfolio.

The College Galleries present art exhibitions and events of interest to the College community. Exhibitions are brought in from museums around the country or are drawn from the permanent collection of over 5,000 artworks. Students gain valuable experience in the Galleries as catalogers, researchers, administrative assistants, and exhibition installers.

A summer program of study in Urbino, Italy, is offered by the art and modern foreign language departments. Qualified students may enroll in courses held at the Collegi dell'Università di Urbino.

Requirements for the Art History Major

Thirty-nine (39) credits to include Art History 114, 115, and 303; thirty additional credits in Art History, including at least one 400-seminar course (Art History 460 or 470) and one course from each of the following chronological periods: Ancient, Medieval, Renaissance, Baroque, and Modern.

Requirements for the Studio Art Major

Thirty-nine (39) credits to include Studio Art 101 and 102; twenty-four additional credits in Studio Art, including at least twelve at the 300- or 400-level and one course in each of the following areas: ceramics, painting, printmaking, and sculpture; nine credits in Art History

including surveys and upper-level; major portfolio assessment; and senior exhibition or senior exit portfolio.

Art History Course Offerings

114 – History of Western Art I (3)

Survey of Western architecture, painting, and sculpture from the Prehistoric period to the late Gothic.

115 – History of Western Art II (3)

Survey of Western architecture, painting, and sculpture from proto-Renaissance to the present.

260 – Topics in Art History (3)

Prerequisite: Art History 114 or 115. Significant figures, styles, movements, and topics in Western art. Does not fulfill an area requirement in the major but can count as elective credit in the major.

270 – Topics in Non-Western and Non-Eurocentric Art (3)

Prerequisite: Art History 114 or 115. Major monuments of architecture, sculpture, and painting of non-Western and/or non-Eurocentric cultural contexts as specified by the title of the topic. Previous topics have included: Asian Art, African Art, Pre-Columbian and Latin American Art.

303 – Methods of Art History (3)

Prerequisite: Sophomore Art History majors. Philosophies of art historical methodologies and summation of principles and historic development of the discipline. Permission of department chair and instructor required.

310 – Greek Art (3)

Prerequisite: Art History 114. This course is designed to review the major developments in Greek art and architecture from the early Iron Age through the Geometric, Archaic, Classical, and Hellenistic periods.

311 – Roman Art (3)

Prerequisite: Art History 114. From the Italo-Etruscan period to the end of the Roman Empire. Special attention is devoted to the topography and major monuments of the ancient city of Rome.

315 – Art Museum Studies (3)

Prerequisites: Art History 114 and 115, advanced standing in Studio Art or Art History, or permission of instructor. The art museum and its role: developing and managing collections and exhibits; interpretation and museum education for diverse publics; funding; governance; ethics and values. Case studies, field trips, practice, and readings included. Does not satisfy the Art History requirement for the Studio Art major, but Art History majors may count three credits as an elective course.

325 – Early Christian, Byzantine,and Early Medieval Art (3)

Prerequisite: Art History 114. This course traces the development of art and architecture from the beginnings of the Christian tradition through the Byzantine, Hiberno-Saxon, Carolingian, and Ottonian periods. The focus will be on the major monuments from these periods and the related isues of patronage, culture, and liturgy that influenced their creation.

326 – Romanesque and Gothic Art (3)

Prerequisite: Art History 114. A survey of the visual arts of western Europe from the eleventh through the fifteenth centuries. The works of architecture, sculpture, and painting will be studied with attention to the social, religious, and intellectual frameworks of the societies that produced them. Special emphasis will be given to the monastic tradition, pilgrimage and relic cults, and the urban cathedral.

327 – Communications Design (3)

Prerequisites: Studio Art 101, 102 and one instructor. Conceptualization, design, and layout of work to be reproduced in print; introduction to graphic arts processes and techniques.

330 – Northern European Art, 1400 to 1600 (3)

Prerequisites: Art History 115. An introduction to the artistic traditions of northern Europe through a focus on such artists as Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Bruegel. The relations between patron and image will be of particular interest, as will the connections between northern and southern European art during this period.

331 – Early Italian Renaissance (3)

Prerequisites: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1300 to 1475. All major figures, including Giotto, Ghiberti, Donatello, and Botticelli will be considered. Works are examined in terms of setting, patronage, and cultural context in addition to questions of style and meaning. Of particular interest is the relationship between artistic expression and the personalities and institutions of the city of Florence.

332 – High Renaissance and Mannerism (3)

Prerequisites: Art History 115. A survey of the painting, sculpture, and architecture of Italy from about 1475 to 1600. Among the High Renaissance artists considered are Leonardo da Vinci, Michelangelo, Raphael, and Titian. Of special consideration is the nature of the Papacy as a patron of the arts and the city of Rome as a context for artistic activity. The course also considers the reasons for the dissolution of the classical tradition during this time by artists such as Pontormo, Parmigianino, and Giulio Romano.

340 – Northern Baroque Art (3)

Prerequisites: Art History 115. This course examines the major works of northern European art from the late sixteenth century until around 1700. Issues examined include the influence of antiquity, contacts with Italy, patronage of royal courts as well as the new "middle class," and the role of religion. Selected works by Rubens, Van Dyck, Rembrandt, Vermeer, Poussin, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

341 – Italian and Spanish Baroque Art (3)

Prerequisites: Art History 115. This course examines the major works of Italian and Spanish art from the late sixteenth century until around 1700 with some attention paid to the Islamic influences in Spain as well as influences from the arts of the New World. Selected works by Caravaggio, Bernini, Borromini, Velazquez, Zurbaran, and others are studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

350 – Neoclassicism to Impressionism (3)

Prerequisites: Art History 115. This course is a chronogical survey of European painting and sculpture from 1750 to 1880. Emphasis is placed on the School of Paris. The relationship of the visual arts to contemporaneous historical, social, and cultural developments is examined. Connections to the music and literature of the period are explored.

351 – Post-Impressionism to Abstract Impressionism (3)

Prerequisites: Art History 115. This course describes the development of mainstream European modernism in painting and sculpture from 1880 to 1960 and its impact on American art at mid-century.

352 – American Art (3)

Prerequisites: Art History 115. A survey of American painting and sculpture with emphasis on the nineteenth and twentieth centuries.

354 – Pop Art to the Present (3)

Prerequisites: Art History 115. This course explores developments in art and the critical discourse that surrounds it since 1960. Emphasis is placed on the art of the 1990s and the 21st century.

355 – Modern Architecture (3)

Prerequisites: Art History 115. A chronological survey of twentieth-century architecture that focuses on the most noted architects and their work, as well as the revolutionary building technologies and aesthetic theories that made such architecture possible.

450 – Topics in Art and Art History (3)

Prerequisites: Art History 114 or 115 and Studio Art 101 or 102, or permission of instructor. This course is designed to offer topics that bridge both the disciplines of art history and studio art.

460 – Seminar: Women and Western Art (3)

Prerequisites: Art History 114, 115, and 303. This course examines the roles women have played in the visual arts in Western traditions, as well as the literature by and about these women. Focus is on the work of women artists, the commissions of women patrons, the responses of audiences to these works, meanings placed on the feminine form, and the work of male artists which has as its subject the female form. Also looks at contemporary issues to examine the role of feminist art as an art which critiques and creates society. Permission of instructor required.

470 – Seminar: Special Studies in Art History (3)

Prerequisites: Art History 114, 115, and 303; for Art History majors and other qualified students. Concentration in seminar format on an individual artist, specific problem, limited time period, or theme. Permission of instructor required.

491, 492 – Individual Study in Art History (3, 3)

Prerequisites: Art History 114, 115, and at least three Art History courses in three different chronological periods; for Art History majors only. Faculty-approved research project, oral presentation, and major paper. Vehicle for those seeking honors in Art History. Available on a competitive basis. Permission of department chair and instructor required.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the Art History faculty. May not be used to satisfy the Art History 400-level research course requirement. A maximum of three credits may count toward the major requirements.

Studio Art Course Offerings

101 – Two-Dimensional Design (3)

Basic study of design elements (line, shape, texture, value, color) and their organization used in visual communication.

102 – Three-Dimensional Design (3)

Basic study of design elements (shape, volume, plane, mass, proportion, value, color) used in the organization and construction of form in space.

111, 112 – Ceramics I (3, 3)

Basic techniques of handbuilding and wheel throwing; introduction to studio procedures including making clay, preparing and applying glaze, and kiln firing. Note: Studio Art 112 can be taken before Studio Art 111, and both can be taken for credit.

221 – Drawing I (3)

Prerequisite: Studio Art 101 or permission of instructor. Introduction to the basic principles of structural and expressive drawing in composition using various media.

222 – Drawing II (3)

Prerequisite: Studio Art 221 or permission of instructor. Further study of drawing principles, compositional problems, and technique in various media.

231, 232 – Sculpture I (3, 3)

Prerequisites: Studio Art 102, or permission of instructor. Basic techniques of construction are introduced, focusing on additive and subtractive approaches to form. Fundamentals of creative problem solving are covered, as well as an introduction to studio procedures and the use of power tools and machinery. Note: Studio Art 232 can be taken before Studio Art 231, and both can be taken for credit.

241 – Photography I (3)

Prerequisites: Studio Art 101 or 102. A practical introduction to cameras and lenses along with basic darkroom techniques for printing black and white photographs. A brief study of the history of photography and basic photographic chemistry is included. Permission of instructor required.

281 – Topics in Studio Art (3)

Prerequisites: Permission of instructor. Special topics in theory and practice of making art. Does not fulfill an area requirement in the major but can count as elective credit in the major.

301 – Color Theory (3)

Prerequisite: Studio Art 221 or permission of instructor. The study of color as it relates to visual perception, artistic expression, and structure; the theories of Munsell, Itten, Goethe, and others are used as tools.

311, 312 – Ceramics II (3, 3)

Prerequisites: Studio Art 111, 112, or permission of instructor. Further exploration of wheel-thrown forms, handbuilding processes, and sculpture; experiments with glazing and firing. Note: Studio Art 312 can be taken before Studio Art 311, and both can be taken for credit.

313, 314 – Life Drawing (3, 3)

Prerequisite: Studio Art 221 or permission of instructor. Comprehensive linear and painterly drawing techniques using the human figure. Emphasis ranges from traditional proportion and composition to experimental and personal interpretations of the figure. Note: Studio Art 314 can be taken before Studio Art 313, and both can be taken for credit.

321 – Printmaking I (3)

Prerequisite: One year of drawing or permission of instructor. Fundamentals of intaglio and relief processes in the production of multiple prints. Note: Studio Art 322 can be taken before Studio Art 321, and both can be taken for credit.

322 – Printmaking II (3)

Prerequisite: One year of drawing or permission of instructor. Fundamentals of lithography and screen processes in the production of multiple prints. Note: Studio Art 321 can be taken before Studio Art 322, and both can be taken for credit.

331, 332 – Sculpture II (3, 3)

Prerequisite: Studio Art 231, 232, or permission of instructor. Conceptual approach to space and form is explored through a broad range of media. Performance, installation, and site-specific works employing found objects, constructed objects, sound, movement, etc., are introduced. Focus is on development of individual creative ideas and approaches to sculpture as a visual language. Slide presentations and lectures. Note: Studio Art 332 can be taken before Studio Art 331, and both can be taken for credit.

343 – Painting I (3)

Prerequisite: One year of drawing or permission of instructor. Fundamentals of problems, concepts, and materials in the study of pictorial organization with an emphasis on indirect and direct techniques in oils and acrylics.

344 – Painting II (3)

Prerequisite: Studio Art 343 or permission of instructor. Advanced study of painting problems, concepts, and materials in the study of pictorial organization and personal expression including experimental techniques.

350 – Photography II (3)

Prerequisite: Studio Art 241 or permission of instructor. Study of contemporary concepts and techniques in photography as a fine art. Projects will concentrate on such areas as the aesthetics and ethics of photography, personal metaphors and non-objective elements, and provide hands-on experience with a variety of materials that go beyond basic black and white photography.

361, 362 – Experimental Watercolor (3, 3)

Prerequisites: One year of drawing or permission of instructor. Problems and techniques in traditional and non-traditional approaches to the medium of watercolor and related water media are explored. Does not fulfill the painting requirement in the major but can count as elective credit. Note: Studio Art 362 can be taken before Studio Art 361, and both can be taken for credit.

363 – Textile Design (3)

Prerequisite: Studio Art 101 or permission of instructor. Introduction to fabric construction and surface design; projects in frame and four-harness loom weaving and indirect dye techniques.

450 – Topics in Art and Art History (3)

Prerequisite: Studio Art 101 or 102 and Art History 114 or 115, or permission of instructor. A course designed to offer topics that bridge the disciplines of Art History and Studio Art.

470 – Special Studies in Studio Art (3)

Prerequisite: Advanced students only. Courses in an area of Studio Art selected by the faculty after consultation with the students. Does not fulfill an area requirement in the major but can count as elective credit in the major.

491, 492 – Individual Study in Studio Art (3, 3)

Prerequisite: Advanced students in the major. Independent work under the supervision of a member of the Studio Art faculty. Available on a competitive basis. Vehicle for those seeking honors in Studio Art. Permission of department chair and instructor required.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the Studio Art faculty. A maximum of three credits may count toward elective credit in the major.

BIOLOGY
Department of Biological Sciences

Rosemary Barra, *Chair*
Werner Wieland, *Career Advisor, Biology*
Stephen W. Fuller, *Career Advisor, Allied Health Sciences*

Faculty

Professors
- Rosemary Barra
- Stephen W. Fuller
- Joella C. Killian
- Werner Wieland

Associate Professors
- Stephen G. Gallik
- Lynn O. Lewis
- Kathryn E. Loesser-Casey
- Deborah A. O'Dell

Assistant Professors
- Linda C. Ameen
- Andrew Dolby
- Stephen B. Gough
- David Jarrell
- John G. Temple

Senior Lecturer
- Janet E. Hughes

The Biology Program

Biology encompasses the study of all living things and their interaction with the environment. The Department faculty is dedicated to providing students with a strong undergraduate education in the fundamental principles of biology, while encouraging and offering opportunities for students to pursue specialized areas of interest.

The biology major prepares students for future careers in basic life sciences research, teaching, medicine, dentistry, and allied health professions. Many graduates pursue advanced degrees in specialized areas such as biochemistry, immunology, entomology, microbiology, ecology, and environmental engineering.

The biology curriculum is designed to ensure that majors have a balanced background in cell and molecular biology, organismal biology, and population biology. The wide variety of courses offered provides laboratory and field experiences to reinforce the student's grasp of basic concepts, to develop an appreciation and working knowledge of the scientific method, to teach basic experimental techniques, and to promote further development of quantitative and analytical skills.

These goals are incorporated into laboratory-based courses beginning with the freshman experience in Biological Concepts and extending to more advanced courses in specialized areas such as plant and animal ecology, immunology, physiology, microbiology, and molecular biology.

All of the equipment and facilities in the department are available for student use. Collections of microscope slides, vertebrate and invertebrate specimens and a herbarium of over 5,000 pressed plants are available to enhance learning. The department also maintains a computer pod, with specialized software available for use in specific courses where data analysis and presentation are required.

Outstanding junior and senior biology majors have the opportunity to participate in the undergraduate research program. Working with a faculty mentor, the student explores the literature, defines an original research problem, and utilizes the appropriate research and analytical techniques to investigate the problem. On many occasions this work results in papers presented at scientific meetings. Research students who meet minimum requirements (3.0 overall GPA and a 3.25 average in biology) may pursue Honors in Biology by writing and defending a thesis on their research project. Financial support for student research is available.

The internship program also offers students an opportunity to gain valuable career related experience. Internship credits do not count towards the biology major, but many biology majors have taken advantage of this program to gain experience and to confirm their career objectives.

Requirements for the Biology Major

Forty credits (40) in Biology, including 121, 122, 210, 211, 341, and 451; one course dealing specifically with plants (231, 311, or 312); and one course designated as Field Experience (231, 311, 321, 322, 323, 424, 425, 426, and certain 471 courses).

Biology 121, 122 and Chemistry 111, 112 are prerequisites to Biology 211 and most upper-level courses and should be taken in the student's first year. The core courses of Biology 210, 211, and 341 are also prerequisites for various upper-level courses and should be completed during the second year of study. Biology 210, 211, and 341 must be completed before students register for Biology 451, which can be taken only during the senior year.

All graduating students must participate in the assessment of the major.

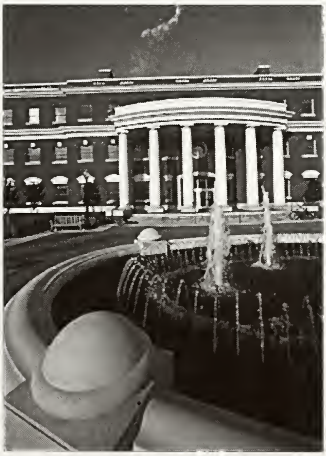
Biology Course Offerings

121, 122 – Biological Concepts I, II (4, 4)

An introduction to biological principles and a survey of organisms. Includes discussions of current topics including environmental and ethical issues. Laboratory.

202 – Heredity and Evolution (3)

Prerequisite: Biology 121. Principles of heredity, their applications to evolutionary theory, and their social implications. For non-majors only.



204 – Nutrition (3)

A survey of current information related to human nutritional needs in health and disease, demographic factors, food additives and special diets. Does not count toward biology major.

210 – Introduction to Ecology (3)

Prerequisites: Biology 121, 122 and Chemistry 111, 112. Introduction to ecological principles and the study of interactions of plants, animals, and microbes with each other and with their environment.

211 – Cellular Biology (4)

Prerequisites: Biology 121, 122 and Chemistry 111, 112. Study of cell structure and function. Laboratory.

231 – Botany (4)

Prerequisite: Biology 121, 122. Survey of the plant kingdom emphasizing morphogenetic descriptions, life histories, and evolutionary relationships. Laboratory.

250 – Bioethics (3)

Prerequisites: Biology 121, 122. Selected topics considered from the standpoint of their biological consequences and ethical implications for man. Does not count toward biology major.

251 – History of Biology (3)

Prerequisites: Biology 121, 122. Chronological development of selected biological theories and their impact on contemporary biology.

271 – Special Topics (2-4)

Prerequisites: Will be determined for each specific course. Courses on particular topics in biology that are of current interest to students and faculty. Does not count toward biology major.

301 – Anatomy of the Chordates (4)

Prerequisites: Biology 121, 122.
A comparative study of the major systems of representative chordates. Laboratory. Students may not count both 301 and 384 toward the major.

302 – Developmental Biology (4)

Prerequisite: Biology 341. Development of typical chordates. Laboratory.

311 – Plant Ecology (4)

Prerequisite: Biology 210. Ecological principles as applied to plants, including major biomes, plant succession, competition, environmental parameters, and methods of data collection and evaluation. Laboratory.

312 – Plant Physiology (4)

Prerequisite: Biology 211. Experimental and theoretical treatment of the functional mechanisms in plants. Laboratory.

321 – Invertebrate Zoology (4)

Prerequisite: Biology 211. Survey of invertebrate phyla emphasizing structural characteristics, life histories, and evolutionary relationships. Laboratory.

322 – Animal Ecology (4)

Prerequisites: Biology 210. Relationship between animals and their environment. Field and laboratory studies include observations of marine, fresh water, and terrestrial animals. Laboratory.

323 – Entomology (4)

Prerequisite: Biology 211. Introduction to structure, function and ecology of insects. Students prepare insect collections. Laboratory.

331 – Histology (4)

Prerequisite: Biology 211. The anatomy and physiology of vertebrate tissues, with an emphasis on human tissues. Laboratory.

341 – General Genetics (4)

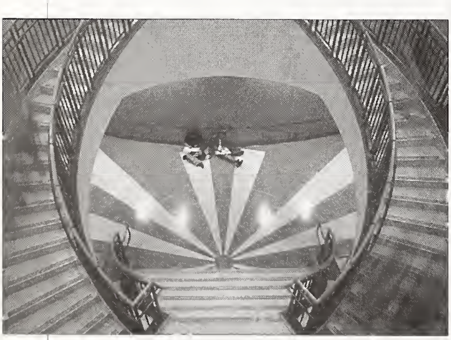
Prerequisite: Biology 211. Structure, function, and transmission of genetic material using examples from viruses, bacteria, and eukaryotic organisms. Application of these principles to human inheritance. Laboratory.

351 – Laboratory Techniques (4)

Prerequisite: Biology 341. Introduction to instrumentation used in biological research. The scientific method and experimental design are discussed and used. Laboratory.

363 – Environmental Physiology (4)

Prerequisites: Biology 121, 122 and Chemistry 111, 112. Experimental and theoretical treatment of environmental factors in the physiology of organisms. Laboratory.



364 – Animal Physiology (4)

Prerequisite: Biology 211. A comparative study of physiological systems in animals. Laboratory.

371 – Microbiology (4)

Prerequisites: Biology 121, 122 and Chemistry 111, 112. Emphasis is placed on bacteria, their morphology, physiology, nutrition, and ecology. Laboratory.

372 – Parasitology (4)

Prerequisite: Biology 211. The structure, life histories, and host relationships of invertebrate parasitic forms. Laboratory.

384 – Human Anatomy (4)

Prerequisites: Biology 121, 122. The structure of the human body at the cell, tissue, organ, and system levels of organization. Laboratory. Students may not count both Biology 301 and Biology 384 toward the major.

385 – Human Physiology (4)

Prerequisites: Biology 211 and 301 or 384. A systematic study of the physiology of the nervous system, circulation, respiration, digestion, kidney function, muscle function, integumentary systems homeostasis, hormonal control, and reproduction in the human body. Laboratory.

391 – Immunology (4)

Prerequisite: Biology 341. Introduction to the principles and theories of host defense with emphasis on humoral and cell mediated responses. Laboratory.

422 – Marine Ecology (4)

Prerequisites: Biology 210. A general introduction to the marine environment with emphasis on the biological, chemical, and physical aspects of various marine communities. Laboratory.

424 – Tropical Ecology (4)

Prerequisite: Biology 210. Study of selected tropical ecosystems; exploration of these in Puerto Rico; consideration of some problems, uses, and interesting facets of these ecosystems. Field Trip to Puerto Rico.

425 – Vertebrate Zoology (4)

Prerequisite Biology 301 or permission of the instructor. A survey of the vertebrates including their natural history, evolution and taxonomy. The student will become familiar with the biological species concept, speciation and nomenclature as they apply to the vertebrates. In the laboratory, collecting methods, identification, proper curation of specimens, and learning predominately locally occurring species will be stressed. Laboratory.

426 – Biology of Fishes (4)

Prerequisite: Biology 301 or permission of the instructor. A survey of the fishes, including their anatomy, physiology, natural history, and systematics. The laboratory includes the collection and identification of local species. Each student will be required to develop and complete an independent project during the semester. Laboratory.

430 – Molecular Biology of the Gene (4)

Prerequisite: Biology 341. An examination of the principles and techniques used in the molecular study of genes with an emphasis on the prokaryotic genome. Laboratory.

432 – Virology (4)

Prerequisite: Biology 341. The study of viruses and their life cycles; the laboratory emphasizes techniques used specifically in the study of viruses.Laboratory.

440 – Biology of Cancer (3)

Prerequisite: Biology 341. Lectures and discussions focused on various aspects of cancer including epidemiology, cellular and molecular characteristics of cancer cells, carcinogenesis, treatment and prevention.

442 – Evolution (3)

Prerequisite: Biology 341. The history and development of modern evolutionary thought.

451 – Seminar (2)

Prerequisites: Biology 210, 211, and 341. Preparation and presentation of an oral report on a topic in the biological sciences. Each seminar section will focus on a particular area of biology. Open only to senior biology majors.

471 – Topics in Biology (2–4)

Prerequisites: Biology 121, 122; additional prerequisites as appropriate to specific topic. Specialized topics not offered on a regular basis, e.g., endocrinology, exercise physiology, physiological adaptations. Laboratory included with certain topics.

481 – Readings in the Biological Sciences (1–2)

Readings in biological literature selected by the student, who is guided by a staff member. Open to junior and senior majors by permission of Department.

491 – Special Problems in Biology (1–3)

Prerequisite: Biology 481. Individual laboratory or field investigation supervised by a staff member. Open to junior and senior majors by permission of Department.

499 – Internship (Credits variable)

Prerequisite: Junior or senior major in good academic standing. Supervised off-campus experience, developed in consultation with the Department. Does not count toward biology major.

BUSINESS ADMINISTRATION

Department of Business Administration

R. Leigh Frackelton, Jr., Chair, *Career Advisor, Pre-Law*
Fred T. Whitman, *Career Advisor, General Business*
Fredrick Davidson, *Career Advisor, Management*
Margaret A. Klayton-Mi, *Career Advisor, Marketing*
Daniel J. Hubbard, *Career Advisor, Accounting*
Galen F. deGraff, *Career Advisor, Graduate Business*

Faculty

Professors
- Fredrick Davidson
- R. Leigh Frackelton, Jr.

Associate Professors
- Galen F. deGraff
- Margaret A. Klayton-Mi
- Larry W. Penwell

Assistant Professors
- Daniel J. Hubbard
- Joseph P. Lakatos

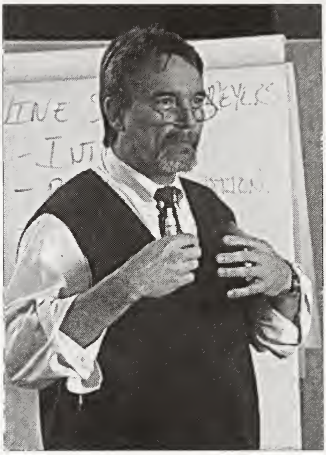
Instructor
- Jeffrey L. Cummings

Senior Lecturer
- Fred T. Whitman

Mission

The Department of Business Administration supports the College's liberal arts mission. Accordingly, the curriculum provides a balanced rigorous foundation in the Core areas of Accounting, Finance, Management, and Marketing, all in the context of the broad liberal arts environment provided by the College.

The Faculty hold high expectations of the students and themselves with the goal of developing skills in diagnosing, analyzing, developing and implementing solutions to a wide variety of problems in public and private organizations. The department promotes active learning by encouraging students to manage complex, interdisciplinary problems, marshal resources, and take responsibility for implementing effective solutions. Expected student involvement includes research problems, group case analyses, internships and consulting with organizations throughout the region. Students are encouraged to vigorously involve themselves in professional service, contributions to society, and the life-long pursuit of knowledge through scholarship and research.



In an environment of mutual trust and support, concerned faculty help students learn the elements of managing resources to achieve a purpose while emphasizing the skills of writing, presenting, and speaking; technological proficiency; and, critical thinking in a global context. The students' relationship with faculty is facilitated by small class size. The faculty work closely with students to instill the values of intellectual integrity and objectivity; tolerance and respect for individuality and diversity; the intrinsic rewards of ethical behavior and social responsiveness; and, appropriate competitive vigor balanced with the value of effective collaboration with others.

The Business Administration program provides students the opportunity to go forward in the broadest range of professional directions and build sound and rewarding careers that are valued by society.

The Business Administration Program

The academic program in Business Administration provides a broad, intellectual outlook and analytical skills for students who wish to combine a liberal arts education with academically rigorous course work in administration and decision-making needed for an eventual career in management or preparation for graduate study. Course work is designed to provide an understanding of the variety of approaches to the complexity of managerial decision-making in the contextual framework of a global society. An "Executive-in-Residence" program offers students the opportunity for wide-ranging discussions and contact with chief executives from important organizations in the private, public, and not-for-profit sectors.

Scholarships specifically designated for majors in business administration are funded by Signet Bank, The Society for Advancement of Management, the Benjamin T. Pitts Award, the Class of '42 James Harvey Dodd Award, The Elizabeth Griffith Schmidt '35 Award and the Amory Award. Many students belong to the campus chapters of the Accounting Club (ACCESS) and Students In Free Enterprise (SIFE.) Students who establish outstanding records of academic achievement may be elected to Sigma Beta Delta, the national honor society in business management and administration.

Senior Business Administration majors who have a strong interest in research and an outstanding academic record may elect to pursue a departmental Honors program. To be eligible, a student must have a 3.25 grade-point average in upper-division Business Administration courses and a 3.0 overall grade-point average. Honors work shall consist of expository or original research which is written in thesis format and defended before a departmental Honors Committee of faculty. Students pursuing Honors in Business Administration register for three credits of 491H each semester of the senior year.

Requirements for the Major

Thirty-nine (39) credits in Business Administration courses, as follows:

Lower-Division Requirements: Business Administration 105, 152, 231, 232, 259, and 283.

Upper-Division Requirements: Business Administration 300, 310, 353, 381, 450, 460 and 490. Students considering majoring in Business Administration must take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261) and Economics 201 and 202 are required prerequisites for certain upper-division courses in the major.

Business Administration Course Offerings

105 – Perspectives on Organizations in Society (3)

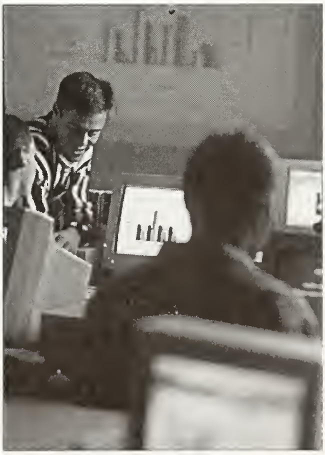
The evolution of economic systems from political, sociological, and cultural perspectives will be examined in order to better understand the interactive nature of business, governmental, and societal systems. This course introduces the conceptual foundations necessary to make informed, well-reasoned analyses of the current issues involving an array of organizations from the private, public, and not-for-profit sectors of the economy.

152 – Management Information Systems (3)

As potential managers, entrepreneurs, or business specialists, business students need to know how to use and manage information systems and technology in networked enterprises and global markets. As entry level employees upon graduation, business students must have a working knowledge and command of basic computer skills commonly employed in a business environment; namely the ability to create and work with both spreadsheets and databases. This course combines a textbook-oriented overview and introduction to the essentials of MIS with a "hands-on" skill-building approach to spreadsheets and databases.

231, 232 – Principles of Accounting (3, 3)

This two-course sequence introduces fundamental accounting techniques and procedures for gathering and reporting financial information used by



management and others to plan, evaluate, and control and to insure appropriate use and accountability for its resources. Only in sequence.

259 – Research Methods in Business (3)

Prerequisite: Mathematics 200 or similar Statistics course. This course introduces students to the scientific method in order to facilitate their understanding of what constitutes good and bad research and enable them to design and conduct research studies. In addition, the course provides students with skills necessary to analyze, synthesize and evaluate information in order to make informed and appropriate decisions in the workplace and to prepare students for research courses in graduate school.

281 – Theatre Management (3)

An introduction to current policies and practices of not-for-profit theatre. Cross-listed as THEA 281.

283 – Legal Environment of Organizations (3)

This course focuses on the legal, political, and ethical framework in which businesses and other types of organizations operate. Topics to be studied are common law and statutory business crimes and torts, common law contracts, consumer protection, securities regulation, employer/employee relations, and environmental protection. The legal consequences of the choice of business entity will also be explored while studying sole proprietorships, partnerships, and corporations.

300 – Principles of Management (3)

Prerequisite: Junior status or permission of instructor. An integrative approach to organizational concepts, principles, philosophy, and theory in public, private, and not-for-profit organizations is emphasized. Current decision-making approaches utilizing theories of organizational behavior, general systems and contingency theory are linked to the managerial functions of planning, organizing, leadership, and control.

310 – Principles of Marketing (3)

Prerequisites: Economics 201 & 202 and junior status or permission of instructor. The place of marketing in the global economy and the policies and practices of marketing institutions are explored. Major topics included are marketing functions, organization, research, merchandising, channels of distribution and transportation. Also, problems concerning ethics and social responsibility in the marketing arena are discussed.

312 – Retail Management (3)

Prerequisite: Business Administration 310 or permission of instructor. This course emphasizes the need for strategic planning for the organization, operation, and management of retail establishments. Inventory methods, retail buying and selling, and ethics are also included in course material.

331, 332 – Intermediate Accounting (3, 3)

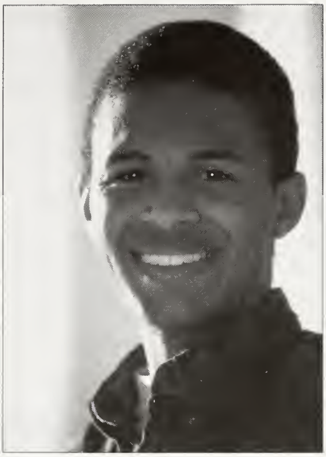
Prerequisites: Business Administration 232 or permission of instructor. This two-course sequence places emphasis on the theory and history of accounting principles and their application to the acquisition of assets, determination of income, and the preparation of analysis of financial statements. Only in sequence.

333 – Cost/Managerial Accounting (3)

Prerequisites: Business Administration 232 or permission of instructor. The material in this course concentrates of the principles and procedures for planning and controlling routine and non-routine decisions, setting policy, and performing long-range planning. The course focuses on cost behavior, standard costing, flexible budgeting, cost allocation, performance measurement, and analysis for decision-making.

334 – Federal Taxation of Individuals (3)

Prerequisite: Business Administration 232 or permission of instructor. Federal income taxation of individuals is studied in reference to gross income, deductions and credits, sales, other disposition of property, changes in the law, and economic impact of the law.



335 – Federal Taxation of Business (3)

Prerequisite: Business Administration 334. This course develops knowledge about federal income tax for partnerships, corporations, and owners' fiduciary responsibilities in reporting income.

345 – Organizational Behavior (3)

Prerequisite: Mathematics 200 or Psychology 261. This course explores the behavioral aspects of organizations, presenting concepts, theories, research and research techniques that can be applied to enhance understanding of people in organizations. Topics included are personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Psychology 385.

346 – Human Resource Management (3)

Prerequisite: Mathematics 200 or Psychology 261. The philosophy, principles, and policies needed to develop effective personnel management and industrial relations programs in business, governmental, and not-for-profit organizations are developed and discussed. Cross-listed as Psychology 386.

347 – Organizational Development and Change (3)

Prerequisite: Business Administration 300, 345 or 346, or Psychology 301, Mathematics 200 or Psychology 261 and 301. This course develops a system-wide application of behavioral science methods, theories, and accumulated knowledge to the change and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Psychology 387.

353 – Decision Analysis (3)

Prerequisite: Business Administration 152 and Mathematics 200 or similar statistics course. This course introduces a variety of Management Science models for use in analysis of "business" problems. A computer software package provides the computational basics for case analysis of problems in linear programming, inventory, waiting lines, PERT/CPM, and simulation.

381 – Financial Management (3)

Prerequisites: Economics 201, Business Administration 152, 232, 259, and co-requisite 353. An overview of financial management which provides identification and solution of financial problems. Coverage includes the role of financial management, tools of financial analysis, cost of capital, financial structure, long term assets and financial forecasting.

384 – Commercial Law (3)

Prerequisites: Business Administration 283 or permission of the instructor. This course provides in-depth study of laws affecting commercial transactions and the rationale underlying rights and obligations of parties to these transactions. The Uniform Code will be emphasized, especially the Articles dealing with Sales, Commercial Paper, Bank Deposits, Bulk Transfers, Document of Title, and Secured Transactions. The topics of Antitrust, Consumer Protection, Labor Law, Personal and Real Property laws, and Insurance matters will also be explored. Satisfies the requirement for students planning to sit for the C.P.A. examination.

405 – Organizations (3)

Prerequisites: Business Administration 300 or permission of the instructor. Theories of organization from both the behavioral and structural/design views are explicated. The behavioral view focuses on individual and interpersonal behavior, while the latter view focuses on variables affecting the administration of complex organizations.

413 – Marketing Research (3)

Prerequisite: Business Administration 152 and 310. Research in marketing is used as a tool to identify, collect, and analyze data which are relevant to decision-making for businesses. Relevant statistical software is used to analyze client data. Ethical considerations related to research findings also are discussed.

414 – Marketing Strategy (3)

Prerequisites: Business Administration 152 and 310. This course serves as a capstone survey of the major topics in contemporary marketing. Topics included are delineation of market targets, the development and implementation of the marketing mix, the control and analysis of the total marketing effort, strategy, strategic decision-making tools, ethics, as well as comprehensive case studies.

432 – Advanced Accounting Problems (3)

Prerequisites: Business Administration 332. This course addresses problems in financial accounting and practice theory dealing with partnerships, corporations, consolidated statements, and fiduciary accounting.

435 – Auditing (3)

Prerequisites: Business Administration 332. This course examines audit concepts, theory, standards, and procedures, as well as ethical and legal requirements within the context of audit evidence, documentation, and testing required before internal and external auditors issue their reports.

450 – Business Communication (3)

Prerequisite: English 101. The emphasis of the course will be on the basic principles of written business communication. Written correspondence will include request letters, good-news letters, disappointing newsletters, correspondence about employment, formal reports and administrative writing. Verbal communication will include one formal presentation using visual aids such as transparencies, flip charts and posters. Another formal presentation will require the use of PowerPoint software.

460 – Creativity in Management (3)

Prerequisite: Senior status or permission of the instructor. This course's objective is to develop an understanding of the role of creativity in decision making and problem solving, and to recognize the role of intuition in such processes. Management is decision making and most non-routine decisions ultimately rely on uncertain or vague information and less-than precise data. This course will help to temper the theoretical education of future managers.

471 – Business Administration Seminars (3)

Prerequisites: Senior status or permission of instructor. Special topics of interest to staff and students are discussed in individual seminars which focus on specific areas within the various disciplines of Business Administration, e.g., Accounting Theory; Management; Legal; Social, and Ethical Issues; Marketing; Finance.

473 – Environment of International Business Seminar (3)

Prerequisite: Economics 201 and permission of instructor. The political, cultural, and economic aspects of the international business environment are explored in depth. The goal of this seminar is to develop an understanding of the forces at work in the global conduct of business across national boundaries.

490 – Seminar in Policy and Strategy (3)

Prerequisites: Business Administration 105, 152, 232, 259, 283, 300, 310, 353 and 381, and co-requisites 450, 460. A capstone course which is designed to integrate the student's study of management. Advanced case studies and simulations prove a series of integrating experiences where students assume the role of the chief executive officer in a variety of organizational sectors (private, public, not-for-profit). Students are required to make managerial decisions concerning formulation of policy, strategy and tactics along with ethical considerations in organizations' multifaceted relationships with the external environment.

491 – Individual Study in Business Administration (variable credit, 1–3)

Prerequisites: Junior or senior status and permission of instructor. Directed individual research which focuses on an approved topic of interest in business administration.

499 – Internship (variable credit, 1–3)

Prerequisites: Junior or senior status and permission of instructor. A supervised, off-campus experience is developed in consultation with a sponsoring organization and a selected faculty member. Declared majors only. Cannot be counted in the major.

CHEMISTRY

Department of Chemistry

Raymond B. Scott, *Chair*
Bernard L. Mahoney, Jr., *Career Advisor*

Faculty

Distinguished Professors
- Roy F. Gratz
- Bernard L. Mahoney, Jr.

Professors
- Judith A. Crissman
- Raymond B. Scott

Assistant Professors
- Leanna Giancarlo
- Kelli M. Slunt

The Chemistry Program

Chemistry, the study of the structure, properties, and reactivity of matter, has been called the "central science" because it forms a bridge between biology and physics.

The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Instrumentation for spectroscopy includes ultraviolet, visible, and infrared spectrophotometers; a nuclear magnetic resonance spectrometer; and atomic absorption and emission spectrometers with both flame and inductively coupled plasma sources. Other major equipment items include a gas chromatograph/mass spectrometer system; several other gas and liquid chromatographs; and electrochemical analyzers. The department also has a number of microcomputers.

The Chemistry program offers a modern curriculum for the study of chemistry within the general framework of a liberal arts and sciences education. It prepares a student for graduate, medical, or dental school; for employment in the chemical industry; or for secondary school teaching. In addition, a number of courses provide an important foundation in chemical theory and practice for the study of biology, geology, environmental earth science, and the health sciences. In general, chemistry is a good major program around which one can build a career-focused set of courses from other disciplines, e.g., with mathematics and computer science for chemical engineering or industrial chemistry; with economics and business administration for industrial chemistry; with biology for the health sciences; and with geology for energy or environmental research. Majors are encouraged to do independent study and research. During the senior year qualified students may pursue Honors in Chemistry by completing an independent research project and writing and defending a thesis.

Requirements for the Chemistry Major

Thirty-nine (39) credits including Chemistry 111, 112, 211, 212, 252, 383, 384, 387, 388, 423, 451, and 452; one additional upper-level, 3- or 4-credit chemistry course.

Note: Mathematics 122 and Physics 105 and 106 are prerequisites to Chemistry 383 and should be completed before the junior year.

Chemistry Course Offerings

105, 106 – Chemistry and Society I, II (4, 4)
A study of societal problems and issues involving an understanding of important chemical principles with emphasis on relevant applications and the enhancement of chemical literacy for the non-scientist. Laboratory. Does not satisfy any major program requirements or serve as a prerequisite to any other chemistry courses. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

111, 112 – General Chemistry I, II (4, 4)
Introduction to the fundamental principles of chemistry and the more important elements and their compounds. Laboratory. The entry-level course for additional work in chemistry. Credit for

only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

211, 212 – Organic Chemistry I, II (4, 4)

Prerequisite: Chemistry 112. The comprehensive study of the structure and reactivity of carbon compounds. Laboratory. Only in sequence.

252 – Analytical Chemistry (4)

Prerequisites: Chemistry 112 and Mathematics 111 or equivalent. Theory and techniques of analysis including introductory instrumental methods. What is in the sample? How much is there? Laboratory.

317, 318 – Biochemistry I, II (3, 3)

Prerequisite: Chemistry 212. The application of chemical principles to the study and understanding of the living state. Only in sequence.

319, 320 – Biochemistry Laboratory I, II (1, 1)

Prerequisites: Chemistry 212 and 252; corequisites: Chemistry 317 and 318. Selected research techniques involving the chemical composition and properties of cells, tissues, and organisms.

331 – Environmental Chemistry (3)

Prerequisite: Chemistry 112 or permission of the instructor. A study of chemical processes that occur in water, air, and soil, as well as possible solutions to environmental problems.

332 – Environmental Chemistry Laboratory (1)

Corequisite: Chemistry 331. Laboratory experiments and field sampling methods that determine the chemical composition of environmental samples. Does not satisfy any major program requirements or serve as prerequisite to any other chemistry courses.

343 – Inorganic Chemistry (3)

Prerequisite: Chemistry 112. Modern theories of atomic structure and chemical bonding and their applications to molecular and metallic structures and coordination chemistry.

345 – Inorganic Chemistry Laboratory (1)

Corequisite: Chemistry 343. Selected experiments in the principles of inorganic chemistry, including preparation and characterization of selected inorganic compounds.

383, 384 – Physical Chemistry I, II (3, 3)

Prerequisites: Chemistry 112, Physics 105 and 106, and Mathematics 122. Thermodynamic, kinetic, quantum mechanical, and spectroscopic properties of chemical systems. Only in sequence.

387, 388 – Physical Chemistry Laboratory I,II (2, 2)

Prerequisite: Chemistry 252; corequisite: Chemistry 383, 384 sequence. Selected experiments involving the investigation of the thermodynamic, electrochemical, kinetic and spectroscopic properties of chemical systems.

392 – Instrumental Methods of Analysis (4)

Prerequisite: Chemistry 252; Co-requisite Chemistry 388. Principles and methods of optimization of instrumental methods used in characterizing chemical systems. Laboratory.

411 – Advanced Organic Chemistry (3)

Prerequisite: Chemistry 212. Organic reaction mechanisms and the relation of molecular structure to physical and chemical properties.

423 – Experimental Methods in Chemistry (4)

Prerequisites: Chemistry 212 and 252. Spectroscopic, chromatographic, and chemical functional group techniques used in characterizing chemical systems. Laboratory.

451, 452 – Seminar I, II (1, 1)

Open to senior majors only, except by permission of the department. Introduction to the chemical literature and information retrieval; oral reports and discussion of selected topics in chemistry.

471 – Advanced Topics in Chemistry (2–3)

Prerequisite: permission of the instructor. Advanced treatment of selected topics in chemistry.

491 – Individual Study (1–4)

Open to qualified students by permission of the department. Individual investigation of a chemical topic or system under the direction of a member of the department. Students pursuing Honors in Chemistry register for 4 credits of Chemistry 491H each semester of the senior year.

499 – Internship (Credits variable)

Prerequisites: Chemistry 388 and 392 or 423. Supervised off-campus experience developed in consultation with the department. The first six (6) credits of internship may not count toward the major program requirements. Subject to departmental approval, credits beyond six may be substituted for some major requirement.

CLASSICS

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Assistant Professors
Liane R. Houghtalin
Joseph M. Romero

Programs in Classics

Classics focuses on the study of the languages, literatures, and civilizations of ancient Greece and Rome. Since many of the ideas and principles which emerged in the classical world are basic to Western culture, courses in Classics apply to the study of almost all the liberal arts and sciences.

Students wishing to major in Classics may choose among three concentrations: Latin (see Latin); an interdisciplinary concentration in Classical Civilization; or an interdisciplinary concentration in Classical Archaeology. Students develop their major programs in consultation with a faculty advisor.

While some Classics majors who choose a concentration in Classical Civilization include teacher licensure in their schedule, others take a second major in a related field, such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating.

The concentration in Classical Archaeology offers special preparation to those students who wish to pursue museum or field work in archaeology. A concentration in Classical Archaeology joined with a related major such as anthropology, art history, historic preservation, history, or religion will enable a student to add depth of knowledge about the ancient world to his or her study of those disciplines. Opportunities for study and excavation abroad are readily available to the Classics major. Mary Washington is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. Students are welcome to consult with the Classics faculty about programs at these and other institutions. Qualified students are invited to join Eta Sigma Phi, the national honor society for Classics, and to try for departmental honors in their senior year.

Requirements for Major in Classics with concentration in Classical Civilization

Thirty (30) credits in Classics 101–492 and approved courses relating to Classical Civilization, including Classics 101 and Latin 202, Greek 202, or at least 3 credits in an upper-level Latin or Greek course. Approved courses relating to Classical Civilization are any course in Greek or Latin; Art History 114, 310, 311; Classics-Philosophy-Religion 299; Classics-Philosophy-Religion 301, 302, 331 (all with permission); English 319, 320; History 331, 332; Italian 395; Philosophy 201, 310, 311; Religion 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Requirements for Major in Classics with concentration in Classical Archaeology

Thirty (30) to thirty-six (36) credits (depending on language option selected), including Classics 101; either 6 credits in upper-level Latin (or, in exceptional cases and with approval, upper-level Greek) courses, or 6 credits in intermediate Latin and 6 credits in intermediate Greek courses; Art History 310, 311; History 331, 332; at least 9 credits in approved archaeology courses, out of which at least 6 credits must be in Classics. Approved archaeology courses: Classics 351 (with permission), 352 (with permission), 380, 390, 491 (with permission), 492 (with permission); Anthropology 215; Art History 315; Historic Preservation 207, 462, 463, 465S.

Classics Course Offerings

101 – Ideas and Culture: The Classical Tradition (3)

The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics-Philosophy-Religion 101.

110 – Greek and Roman Mythology in Art and Literature (3)

The principal Greek and Roman myths, with emphasis on their appearance in literature and art.

202 – Ancient Tragedy (3)

A study of the tragic plays of Aeschylus, Sophocles, and Euripides.

211 – Greek and Roman Religion (3)

The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Religion 211.

310 – Women in Antiquity (3)

The nature, roles, and lives of women in ancient Greece and Rome.

351, 352 – Special Studies in Classical Civilization (3)

Reading and study in a specialized area of ancient culture.

380 – Archaeology of the Greek and Roman World (3)

Study of the archaeological excavation of the Greek and Roman world, with emphasis on the history, techniques, and ethics of classical archaeology.

390 – The Ancient City (3)

Prerequisites: Art History 114, Classics 101, or Classics 380. The growth and development of selected urban centers in the Greek and Roman world, with emphasis on the archaeological record.

491, 492 – Individual Study in Classical Civilization (1–4)

Individual study under the direction of a member of the staff. By permission of the department.

Joint Course Offerings Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)

The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics 101.

102 – Ideas and Culture: The Philosophical Tradition (3)

A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Philosophy 102.

103 – Ideas and Culture: The Religious Tradition (3)

Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as Religion 103.

299 – Mysterium Humanum Studies (3)

Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, and Slavery.

301, 302 – Studies in Ancient Languages (3, 3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

COMPUTER SCIENCE

Department of Computer Science

Marsha F. Zaidman, *Chair*
John H. Reynolds, *CPSC Network Administrator*
John H. Reynolds, *Career Advisor*
Karen Anewalt, *Graduate School Advisor*

Faculty

Professors
- Ernest C. Ackermann
- John H. Reynolds

Associate Professors
- Rita M. D'Arcangelis
- Marsha F. Zaidman

Assistant Professor
- Jennifer Polack-Wahl

Instructor
- Karen Anewalt

The Computer Science Program

The increasing range of applications for computers in our society, combined with rapid changes in the supporting technology, make Computer Science a dynamic area of study. Developments occur so rapidly that remaining current in the discipline requires a firm foundation in its basic principles and techniques. The department offers courses in the major program to provide that foundation as well as courses on topics at the forefront of the discipline. More general courses are of value and interest to all students at the College.

The program follows the guidelines of the Association for Computing Machinery for undergraduate study in Computer Science. The major consists of a core of courses in the discipline, a prescribed course in mathematics, and at least three upper-level courses in Computer Science chosen from offerings that reflect the student's interest. Additional courses and special studies reflect specialties of the department faculty. Most recently these have included courses in artificial intelligence, Internet services, computer graphics, parallel processing, simulation techniques, and networks. Independent study provides an opportunity for individual study in an area of interest beyond the scope of existing courses. Local and regional industries provide interested students with opportunities for cooperative education arrangements and internships. Graduation with honors is available to those students who meet department requirements. Computer Science graduates find abundant employment opportunities in many different computing specialties. The department's majors are well prepared for graduate study.

The department provides appropriate hardware and software support for its courses. Currently the principal hardware support is a network of Hewlett-Packard Netstations and Multimedia Terminals, all using the UNIX operating system. This network provides support at the vanguard of computer technology. Students and faculty access these facilities either by using the equipment located near faculty offices, the campus network, or the Internet.

Requirements for the Major

Thirty-seven (37) credits to include Computer Science 220, 230, 305, 326, 390, 401, 405; Mathematics 300, 312, or 351; six credits from among Computer Science 410, 415, 420, 425, 444, 470 through 477, 491; and three credits of any Computer Science or Mathematics course numbered 300 or higher, except Mathematics 325, that was not used to satisfy any of the preceding requirements.

Note that Mathematics 122 (Calculus II) is a prerequisite for Computer Science 326 and should be taken before the junior year. Also note that Computer Science 125 is a prerequisite for Computer Science 305 and 326.

Computer Science Course Offerings

104 – The Internet: Technology, Information, and Issues (3)

A survey of the technology and issues underlying the use of the Internet for communication, resource discovery, research, and dissemination of information in multimedia formats. Topics include an introduction to Internet protocols, Internet history and development, electronic mail, group discussions, use and functions of a Web browser, accessing Internet services and resources, using the Internet for research, Web site design and implementation, and social, legal, and ethical issues related to using the Internet.

110 – Introduction to Computer Science (3)

This course provides a foundation in computer science for a student who does not have prior programming experience. It provides sufficient support to permit a student to continue in the major program.

Topics include an introduction to the algorithm and program development process using a high-level structured programming language and the department's computing facilities. Supervised hands-on experience provided. May not be taken for graded credit after passing any Computer Science course numbered 220 or higher.

125 – Introduction to Discrete Mathematics (3)

Designed to prepare beginning Computer Science majors for advanced study by emphasizing the components of Discrete Mathematics especially related to Computer Science. An introduction to topics which may include number systems, logic, methods of proof, counting techniques, mathematical induction, sets, relations, functions, matrices, graphs and trees. Cross-listed as Mathematics 125.

220 – Computer Science I (4)

Prerequisite: Computer Science 110 or permission of instructor. Continued coverage of disciplined problem-solving and algorithmic development including emphasis on procedural and data abstraction. Topics include elementary data structures such as arrays, files, records, classes, and linked lists. The notions of data modeling and the linking of data type definitions with their associated operations is introduced. Study of program design, coding, debugging, testing, and documentation in a language like C++ that supports the object-oriented paradigm. Intended for students who have had previous programming experience.

230 – Computer Science II: Data Structures (4)

Prerequisite: Computer Science 220 or equivalent experience. Continued study of data modeling and incorporation of abstract data types including linked lists, stacks, queues, heaps, trees, and graphs. Study of advanced sorting and searching techniques. Provides experience in the use of algorithm analysis. Continued study of program design, coding, debugging, testing, and documentation in an object-oriented higher level language.

302 – Computer Ethics (3)

Prerequisites: Computer Science 230. An examination of issues and events related to ethics, professional conduct and social responsibility as they apply to the field of computer science. Includes study of ethical responsibilities and behaviors appropriate for computer scientists.

305 – Computer Systems and Architecture (4)

Prerequisites: Computer Science 125, 230. Basic computer components; number representations; computer arithmetic algorithms; addressing techniques; instruction classifications; machine language; overview of assembly language; combinational and sequential logic design; Karnaugh maps; buses; RISC and pipelined machines; interrupts; memory hierarchies; ECC memories; telecommunications; bus protocols.

320 – Statistics for Computer Scientists (3)

Prerequisites: Mathematics 122 and Computer Science 220. A calculus-based mathematical statistics course with special emphasis on applications in computer science. Topics include probability, mass/density functions, discrete/continuous random variables, and general data analysis using a statistical software package.

321 – Advanced Data Structures (3)

Prerequisite: Computer Science 125 and 230. The application of data structures to the creation of reusable software components, specifically within an object-oriented context. The use of inheritance and information hiding in the design and implementation of a data structure library is emphasized. Also includes further material on the formal analysis of algorithms and data structure implementations for time and space efficiency.

326 – Theoretical Foundations of Computing (3)

Prerequisites: Computer Science 125 and 230 and Mathematics 122. Emphasis will be on structures and concepts relating to the theory of computation and the different types of theoretical machines that are mathematical models for actual physical processes. Topics may include automata theory, Turing machine theory, formal language theory, and the halting problem.

331 – Computer Graphics (3)

Prerequisite: Computer Science 230. An initial course in computer graphics including the study of three-dimensional modeling involving the use of light, color, texture, and transformation; the construction of objects using constructive solid geometry; ray-tracing fundamentals and visible-surface detection; two-dimensional and three-dimensional matrix transformations; three-dimensional window to two-dimensional viewport transformations; parallel and perspective projections; clipping algorithms.

370 through 377 – Special Topics in Computer Science (1–3)

Prerequisites: Computer Science 230 and permission of the instructor. Lecture or seminar class dealing with a topic accessible after completing Computer Science II—Data Structures. May be repeated for credit with a change in topic.

390 – Software Engineering

Prerequisite: CPSC 230. Techniques for modeling, designing, implementing, and managing large scale computer programs are studied. Studies include Object Oriented Analysis and Design, modeling using UML, and application development with the CASE tool, Rational Rose. Students work in groups and apply the techniques studied to semester long projects.

401 – Organization of Programming Languages (3)

Prerequisites: Computer Science 305, 326 A course in programming language construction and design emphasizing the run-time behavior of programs. Alternative implementations of programming language constructs are considered. Techniques for language definition may also be discussed.

405 – Operating Systems (3)

Prerequisites: Computer Science 305 and (321 or 390). Topics include history and models of operating systems, process scheduling, process synchronization, deadlock, memory management, virtual memory, device management, file systems, security, protection, and an introduction to distributed systems.

410 – Database Principles and Design (3)

Prerequisite: Computer Science 390. Information structures for external storage, file processing, and information retrieval. Introduction to database systems, including design, normalization, dependency and concurrency theory. Models for representing data and relations among data elements, with primary emphasis on the relational model. Methods for assuring integrity, security, and high performance. Languages for data description and data manipulation, with emphasis on, and use of, SQL. An examination of current and future technological trends.

415 – Artificial Intelligence (3)

Prerequisite: Computer Science 305, 326. A historical overview of the field, including reasoning and learning models, heuristic search methods, knowledge representation, and natural language understanding. Techniques for designing software systems for logic programming, theorem proving, language and image understanding, and games of strategy. Implementations of expert systems, neural networks, and genetic algorithms. Introduction to Lisp and Prolog.

420 – Simulation Techniques (3)

Prerequisites: Computer Science 305. The SIMSCRIPT II.5 programming language is used to simulate systems such as an aircraft in flight or activities in a supermarket. Two disciplines are presented: the mathematically oriented continuous approach and the statistically based discrete-event approach.

425 – Parallel Processing (3)

Prerequisites: Computer Science 405. Introduces massive parallelism, shared-memory strategies, and message passing approaches. Other topics are synchronization, parallel algorithm development, performance measurements, degradation, granularity, interconnection networks, and processor communication strategies. Includes study of multi-computer topologies (e.g. rings, meshes, tori, and hypercubes) and topological embeddings. Programming tools may include Multi-Pascal, MPI, and C-Linda.

444 – Three Dimensional Computer Graphics (3)

Prerequisite: Computer Science 230, Mathematics 300. The study of three-dimensional modeling involving the use of light, color, texture, and transformation; visible-surface detection; parallel and perspective projections; clipping algorithms.

470 through 477 – Selected Topics in Computer Science (3)

Prerequisite: Course Prerequisites apply. Treatment of selected topics in computer science. Most recently this has included topics such as Managing and Providing Internet Services and Network Principles and Applications. May be repeated for credit with a change in topic.

491 – Individual Study in Computer Science (1-3)

Prerequisite: Departmental permission. Individual study under the direction of a member of the department. Minimum gpa and course prerequisites apply. May be repeated for credit with a change in topic. Two semesters of 3-credits of study required for graduation with Departmental Honors.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. Only 3 credits may count toward the major and minimum gpa and course prerequisites apply.

DANCE

Department of Theatre and Dance

Gregg Stull, *Chair*

The Program in Dance

The dance program is designed for the general student with an interest in dance. Classes can be taken for physical education or elective credit.

The program in dance supports the active production program in the Department of Theatre and Dance. Students interested in dance audition for roles and work backstage on the plays and musicals that are a part of the department's season.

The Goolrick Dance Suite houses two spacious dance studios with fully-equipped sound systems, plus a small rehearsal studio.

Master classes and performances by visiting artists enrich the program. In recent years the campus has hosted such artists as Gus Solomons, Dan Wagoner, Eric Hampton Dance, the Elegba Folklore Society, and the Richmond Ballet.

Dance Course Offerings

121, 122 – Beginning Ballet (1, 1)

For students satisfying the physical education requirement. S/U credit only.

123, 124 – Beginning Modern Dance (1, 1)

For students satisfying the physical education requirement. S/U credit only.

141, 142 – Beginning Jazz (1, 1)

For students satisfying the physical education requirement. S/U credit only.

225,226 – Summer Workskop (1-4,1-4)

Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as THEA 225,226.

243 – Dance Improvisation (3)

Exploration of spontaneous dance composition through manipulation of spatial, temporal, and dynamic qualities of movement.

301, 302 – Intermediate Ballet (2, 2)

Ballet as a discipline, emphasizing exactness and precision of line, creative expression, and historical reference.

303, 304 – Intermediate Modern Dance (2, 2)

Study of the various techniques emphasizing alignment, strength, flexibility, and the aesthetic elements of dance.

305, 306 – Intermediate Jazz (2, 2)

Study of jazz dance techniques and exploration of movement as related to jazz music.

491, 492 – Individual Study (1–3 each)

Research, choreography, or composition of an approved creative project. By permission of the department.

499 – Internship (Credits variable)

Supervised, off-campus experience, developed in consultation with the department.

ECONOMICS
Department of Economics

Steven A. Greenlaw, *Chair and Career Advisor*

Faculty

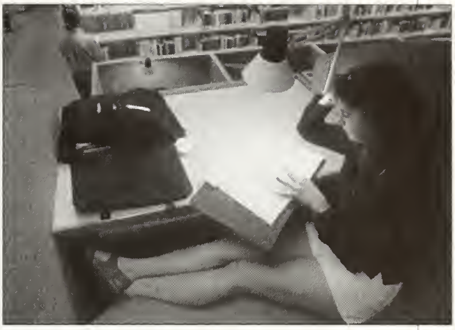
Professors
  Steven A. Greenlaw
  Robert S. Rycroft
Associate Professors
  Margaret A. Ray
  Stephen P. Stageberg
Assistant Professor
  Bradley A. Hansen

The Economics Program

Economics is a method of analyzing human behavior in any environment subject to scarcity. As such, it provides insight into a wide range of social problems and issues, including unemployment, inflation, poverty, discrimination, international trade, the environment, and the role of government in society.

The Department of Economics offers a contemporary curriculum in economics within the framework of the liberal arts. With an emphasis on writing, speaking, computing, quantitative methods, and other research skills, graduates of our program are equipped with a general education to lead productive lives in the twenty-first century. The College's proximity to Washington, D.C., and a supportive local business community create stimulating internship opportunities. Students with superior academic records who complete an original research project are eligible for honors.

Two organizations that promote the study of economics are associated with the department. The Economics Club encourages discussion of current issues, sponsors speakers and social events, and kindles interaction among students and faculty. It is open to all students. Omicron Delta Epsilon is a national economics honor society for students with superior academic records. Each year, the department bestows three awards. The Henry W. Hewetson Award is presented to a graduating senior to honor academic achievement and service to the department. The other two awards are scholarships to promote study in economics, worth approximately $1000 each. The James Harvey Dodd Award is given to a junior economics major based on financial need and academic achievement. The Adam Smith Award is given to a graduating senior based on potential for graduate study.



The recommended introductory courses are Economics 201 and 202. These courses prepare students for 300-level surveys on a variety of theoretical and applied topics. Further depth may be obtained by choosing 400-level courses in selected areas.

Requirements for the Major in Economics

Thirty-nine (39) credits, to include Economics 201, 202, 300, 303, 304, 361, and 462; one or more courses from Economics 374 or 375; and fifteen additional credits in upper-level economics courses.

Economics Course Offerings

100 – Economics of Social Issues (3)
This course surveys contemporary social issues, while focusing on economic aspects and using economic approaches. It is designed to provide a broad exposure to economics for students who are not planning to major in economics or related fields, such as business administration, international affairs, or environmental science.

201 – Principles of Macroeconomics (3)
One half of the two-semester introduction to economics and economic theory in the context of a general education course. Survey of economic activity in the economy as a whole, focusing on such issues as economic growth and business cycles, unemployment, and inflation.

202 – Principles of Microeconomics (3)

One half of the two-semester introduction to economics and economic theory in the context of a general education course. Economic analysis of households, firms, and the public sector, focusing on issues such as competition, monopoly power and antitrust, poverty and labor markets, and environmental problems.

300 – Introduction to Economic Analysis (3)

Prerequisites: Economics 201 and 202. One-semester introduction to the tools of economic analysis. Students will be introduced to economic research methods, including the use of mathematical methods in economic analysis, computer skills in economics, how to use statistical analysis to test economic models, as well as oral and written presentation skills.

301 – Mathematical Economics (3)

Prerequisites: Economics 201 and 202. Use of mathematical methods in economic analysis. Topics will include equilibrium analysis, comparative statics, and optimizations.

303 – Microeconomics (3)

Prerequisites: Economics 201 and 202. Systematic study of the role of the price system in organizing economic activity and an evaluation of its effectiveness.

304 – Macroeconomics (3)

Prerequisites: Economics 201 and 202. Analysis of the determinants of macroeconomic activity including national income, employment, and the price level. Investigation of the capabilities and limits of government stabilization and growth policies.

311 – Industrial Economics (3)

Prerequisites: Economics 201 and 202. Case study analysis of different types of structural organization, behavior, and performance of industry. International comparison will be emphasized.

312 – Government and Business (3)

Prerequisites: Economics 201 and 202. The rationale for and impact of government participation in the marketplace. Topics include antitrust laws and policies and regulation.

321 – Money and Banking (3)

Prerequisites: Economics 201 and 202. The nature and functions of money, banking organization and practices, and the role of the monetary sector in the determination of income, employment and prices.

322 – Investment Analysis (3)

Prerequisites: Economics 201 and 202. Introduction to portfolio theory and the evaluation of investment alternatives. Topics include the stock market and the valuation of securities.

331 – Environmental and Resource Economics (3)

Prerequisites: Economics 201 and 202. The application of economic methods to analysis of environmental and natural resource issues. Public policy issues will also be considered.

332 – Economics of Health (3)

Prerequisites: Economics 201 and 202. A survey of market behavior, institutions, and public policy in the provision of health services.

341 – Public Finance (3)

Prerequisites: Economics 201 and 202. An economic analysis of political decision-making, and the impact of government spending and taxation on the allocation of resources and distribution of income.

351 – Poverty, Affluence, and Equality (3)

Prerequisites: Economics 201 and 202. Economic analysis of living standards; the distribution of income and wealth; discrimination on the basis of race, sex, ethnicity, age, and physical disabilities; and relevant public policy issues.

353 – Economics of Labor Unions (3)

Prerequisites: Economics 201 and 202. Economic analysis of the structure, behavior, and impact of unions. Historical and comparative analysis of selected foreign labor movements as they relate to contemporary domestic policy issues.

354 – Urban and Regional Economics (3)

Prerequisites: Economics 201 and 202. An economic analysis of contemporary urban topics including location theory and economic structure of cities, growth and development of central cities and ghettos, housing, transportation, poverty, crime, and fiscal issues.

361 – Introductory Econometrics (3)

Prerequisites: Economics 201 and 202. An introduction to the statistical methods used in economics.

374 – History of Economic Thought (3)

Prerequisites: Economics 201 and 202. A survey of economic analysis from antiquity to the 20th century. Focus on the 18th and 19th centuries.

375 – American Economic History (3)

Prerequisites: Economics 201 and 202. The study of factors contributing to economic development of the United States, including the historical growth of economic institutions such as agriculture, banking, labor unions, and manufacturing.

382 – International Economics (3)

Prerequisites: Economics 201 and 202. An introduction to international trade, the balance of payments, exchange rate determination, and related issues of international economic policy.

383 – Comparative Economic Systems (3)

Prerequisites: Economics 201 and 202. Comparison of the institutions that govern the production and distribution of goods and services in different countries. Emphasizes the evolution of these institutions over time and their influence on economic performance.

384 – Economic Development (3)

Prerequisites: Economics 201 and 202. An introduction to the economic characteristics and current problems of developing countries, theories of economic development and alternative policies and reforms required for Third World countries.

405 – Contemporary Economic Issues (3)

Prerequisites: Economics 201, 202, 303 and 304. Discussion of contemporary issues in economic theory and policy, such as the budget deficit, international competitiveness, NAFTA, the European Community, and the restructuring of Eastern Europe and the former Soviet Union.

431 – Global Environmental Issues (3)

Prerequisites: Economics 201, 202. The application of economic methods to the analysis of environmental issues of global concern, including global warming, acid rain, wildlife resources, ocean pollution, and toxic waste. In-depth treatment of contemporary international environmental policy debates.

462 – Economic Forecasting (3)

Prerequisite: Economics 201, 202, 361. Specification, estimation, evaluation, and simulation of forecasting models. Survey of econometric, time–series, and leading indicator techniques.

482 – International Finance (3)

Prerequisite: Economics 201, 202. Survey of the major topics in contemporary international finance: exchange rate determination, Eurocurrency markets and international banking, currency speculation, European Monetary Union, and the Asian Financial Crisis.

488 – Seminar in Economics (3)

Prerequisites: Economics 201 and 202. Special topics of interest to faculty and students.

491 – Individual Study in Economics (3)

Prerequisites: Economics 201 and 202. Directed individual research on an approved topic in economics. Required for honors in economics.

499 – Internship (Credits variable)

Prerequisites: Economics 201 and 202. Supervised off-campus experience, developed in consultation with the department. (Up to six hours may count in the major.)

EDUCATION
Department of Education

Venitta C. McCall, *Chair*
Sandra R. White, *Career Advisor*

Faculty
Professors
Marie P. Sheckels
Associate Professors
Venitta C. McCall
Sandra R. White
Assistant Professors
Wendy Atwell-Vasey
Kerry Block
George R. Meadows
Instructor
Dale L. Wright

The Education Program

The Department of Education offers, as electives toward the degree, courses designed to prepare the liberal arts student to meet requirements for licensure as a teacher. The Teacher Education Program at the College is approved by the Virginia Department of Education, the State Council of Higher Education of Virginia and the National Association of State Directors of Teacher Education and Certification.

The department offers opportunities for leadership, honors, and scholarships. All students who gain admission to the program are eligible to join the Student Education Association. Students with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. An Outstanding Education Student Award is given to students who excel in supervised teaching, academic achievement, and leadership. Students in the Teacher Education Program have the opportunity to apply for a variety of scholarships.

Those students who are pursuing licensure at the elementary (preK-6) level are required to enter the Department of Education's Master of Science in Elementary Education Program which is a five-year undergraduate-graduate program. Students complete 30 credits of education coursework and field experiences at the undergraduate level; graduate with their class receiving their B.A., B.S. or B.L.S. degree with a liberal arts or sciences major; and return for one more year during which they complete graduate education coursework, an internship, and a research study (30 total graduate credits).

The department also offers an undergraduate program only for students pursuing licensure at the preK-12 levels in Art, Foreign Language (French, German, Latin, Spanish) and Music, and at the secondary levels (6-12) in each of the following areas: Biology, Chemistry, Computer Science, Economics, English, Environmental Science, Geography, Government, History, History and Social Science, Mathematics, and Physics.

Students in the MWC Teacher Education Program must complete general education requirements, a liberal arts or sciences major, and professional studies (education coursework) requirements. Consequently, students interested in seeking credentials to teach should contact the Department of Education as early in their college career as possible and must attend an Education Department Group Information Session on the Teacher Education Program. The professional studies component provides students with background knowledge and experience in curriculum planning and implementation with a focus on teaching the national and state standards from a constructivist-developmental approach. Throughout the program, students gain experiences and skill in monitoring their own professional growth through research, reflection, and problem solving. All courses except one require students to complete field experiences in the public schools.

Admission and Requirements

Admission to the Teacher Education Program is by application directly to the Department of Education.

Teacher Education Program Group Information Sessions are offered throughout the academic year. Attendance at one of these sessions is among the requirements for acceptance into the introductory course, Education 203 (elementary) or 204 (secondary/pre-K-12). At these sessions, students are informed of the required minimum standards of performance and are asked to apprise the department of requests for accommodations.

After the students pursuing elementary licensure successfully complete Education 203, they are assigned to a professional studies cohort that is determined by the year that they will complete the graduate coursework. After students pursuing secondary or pre-

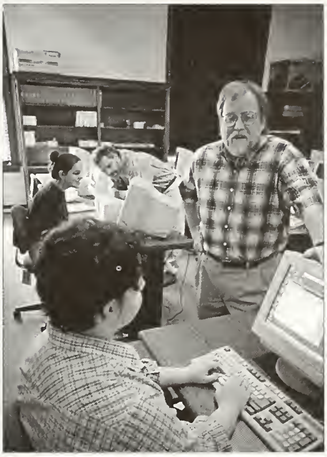
K-12 licensure successfully complete Education 204, they are assigned to a professional studies cohort that is determined by the semester that they plan to complete the student teaching experience. Admission into the Teacher Education Program is competitive and is based on academic achievement in the liberal arts degree requirements and on other indications of potential in meeting the program goals. To continue in the program, students are responsible for following the regulations and application deadlines explained on the Department of Education web page and in the Teacher Education Handbook distributed to students in Education 203 and 204. In addition to meeting the minimum standards of performance, demonstrating the potential to meet the program goals, and successfully completing required general education courses, students must: (a) maintain good academic standing with a 2.5 G.P.A. or better; (b) achieve a G.P.A. of 3.0 or better on the required professional education courses; and (c) achieve satisfactory evaluations in all field experiences. In addition, students who apply for the fifth year or graduate year of the M.S. in Elementary Education must achieve passing scores on Praxis I.

Successful completion of the program and recommendation for licensure to the Virginia Department of Education are contingent upon: (a) a 2.5 G.P.A. in the major and overall, and a 3.0 in the professional studies sequence (undergraduate and graduate); (b) completion of all degree requirements; (c) a grade of "C" or better in the Teaching Internship (elementary only) or student teaching (secondary and preK-12); (d) achieving passing scores on Praxis I and Praxis II as required and established by the Virginia State Board of Education.

Elementary (preK-6) **Undergraduate** Endorsement Requirements: Education 203, Math 204, Education 303, 305, 311, 371, 373, 383 and 420. Graduate courses will be offered for the first time during Fall 2002. **For a description of the tentative sequence of courses, please see the Department of Education web page.**

Secondary (Grades 6-12) Endorsement Requirements: Education 204, Appropriate discipline-specific course from Education 321, 322, 323, or 324, plus Education 351, 381, 420 and 440.

Art (preK-12) Endorsement Requirements: Education 204, 311, 320, 351, 381, 420 and 440.



Foreign Language (preK-12) Endorsement Requirements: Education 204, 319, 351, 381, 420 and 440. In addition, select one of the following: Education 311, 371 or 383.

Music (preK-12) Endorsement Requirements: Education 204, 311, 318, 381, 420, 440 and MUED 491A and MUED 491B.

Education Course Offerings

203 – Introduction to Learning and Teaching: Elementary (3)

204 – Introduction to Learning and Teaching: Secondary and K-12(3)

Prerequisite: Admission is by application to the Department of Education. Students must have attained a 2.5 G.P.A. or better on at least 12 MWC credits and have attended a Department of Education Group Information Session. Education 203/204 will provide beginning students with an introduction to learning and teaching in public schools. The primary goal for this course is "learning how to learn to teach" which will be accomplished through field experience, cooperative learning activities, class discussion, and lecture. Education 203/204 is a survey course—each of the major topics (classroom management, student motivation, curriculum, instruction, and professionalism) introduced in this course will be examined more thoroughly in both content and field experience in subsequent course work and practica. Field experience required.

303 – Scientific Inquiry (4)

Prerequisite: Education 203, Introduction to Learning and Teaching. Planning and instructional skills for teaching science in the elementary classroom. Provides students training and practice in using an assortment of developmentally appropriate teaching methods for elementary level science. Also provides students with an understanding of the current Virginia Standards of Learning for Elementary Science and how instruction may be designed to meet the requirements of those Standards. Significant field experience required.

305 – Mathematical Concepts and Methods II (3)

Prerequisites: Education 203, Introduction to Learning and Teaching; Mathematics 204, Mathematical Concepts and Methods I. Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics. Significant field experience required.

311 – Literature and the Arts in the Elementary Classroom (3)

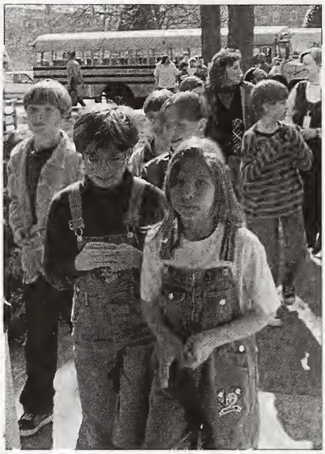
Prerequisite: Education 203, Introduction to Learning and Teaching. Educational approaches that encourage children's expressive development through the integration of literature, the arts, and media throughout the elementary curriculum. Students will read a variety of genres of children's literature and learn basic information about dance, drama, visual arts, and music, as well as strategies for teaching science, math, social studies, reading and language using children's literature and these art forms. Field experience required.

318 – The Teaching of Music (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of music and introduces developmental approaches to teaching. Significant field experience in grades K-12 required. (3 lecture credits, 1 practicum credit)

319 – The Teaching of Foreign Language (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of foreign language and introduces the developmental approaches to teaching. Significant field experience in grades K-12 required. (3 lecture credits, 1 practicum credit)



320 – The Teaching of Art (4)

Prerequisite: Education 204, Introduction to Learning and Teaching
Relates the diagnostic-prescriptive approach to the teaching of art and introduces the developmental approaches to teaching. Significant field experience in grades K-12 required. (3 lecture credits, 1 practicum credit)

321 – The Teaching of Mathematics and Computer Science (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of mathematics and computer science and introduces the developmental approaches to teaching. Significant field experience required.

322 – The Teaching of Social Sciences (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of social sciences and introduces the developmental approaches to teaching. Significant field experience required.

323 – The Teaching of Sciences (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of sciences and introduces the developmental approaches to teaching. Significant field experience required.

324 – The Teaching of English (including Drama, Speech and Journalism) (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. Relates the diagnostic-prescriptive approach to the teaching of English and introduces the developmental approaches to teaching. Significant field experience required.

351 – Developmental Teaching in the Secondary School (4)

Prerequisite: Education 204, Introduction to Learning and Teaching. An overview of developmental approaches, with emphasis on recognizing language and thinking processes as the underpinnings of middle and secondary school teaching. Significant field experience required.

371 – Language Development and Literacy Instruction: Primary (4)

Prerequisite: Education 203, Introduction to Learning and Teaching. Study of language development and learner-sensitive approaches to early childhood literacy instruction for emerging readers. Focus is on teaching and assessment strategies for literacy instruction in the primary grades (K-3). Significant field experience required.

373 – Language Development and Literacy Instruction: Intermediate (3)

Prerequisites: Education 203, Introduction to Learning and Teaching; Education 371, Language Development and Literacy Instruction: Primary. Study of learner-sensitive approaches to intermediate childhood literacy instruction with emphasis on reading in the content areas. Focus is on teaching and assessment strategies for literacy instruction in the intermediate (4-6) grades. Field experience required.

381 – Social Processes in the Secondary Classroom (3)

Prerequisite: Education 204, Introduction to Learning and Teaching. Classroom management and discipline practices based on research and theories of personality, social influences and instruction of pubescents and adolescents. Field experience required.

383 – Social Studies and Social Development (3)

Prerequisite: Education 203, Introduction to Learning and Teaching. Study of the knowledge base and pedagogy related to the social studies curriculum required in elementary schools. Special emphasis is given to strategies for building a caring classroom community that effectively encourages students of different skills, abilities and cultures to be active participants and that allows access to the general education curriculum for all students. Field experience required.

420 – The Professional Teacher and Critical Issues in Education (3)

Prerequisite: Education 203 or 204, Introduction to Learning and Teaching, and at least two additional education courses. Prospective teachers become independent, reflective decision-makers by critically examining the philosophical, ethical, historical, legal and social contexts of the American school.

440 – Supervised Teaching (9)

Prerequisite: Education 420 and permission of the Department. Orientation to teaching under the direction of cooperating teachers in the public schools.

441, 442, 443 – Supervision Seminar for Cooperating Teachers (2 each)

Prerequisite: Selection to serve as a cooperating teacher. A sequence of seminars in educational supervision available only to classroom teachers serving as cooperating teachers to Mary Washington College student teachers.

472 – Special Topics in Education (1-6)

Prerequisite: Permission of the Department. Specific subject content to be determined by interest of faculty and students. A maximum of six credits may count in a teacher licensure program.

EDUCATION DEPARTMENT TITLE II REPORT FOR 1999-2000

The Mary Washington College Department of Education submitted an Institutional Report to the Virginia Department of Education on April 6, 2001 providing data on students completing the Teacher Education Program during the academic year 1999-2000. "Completers" of the MWC Program must achieve passing scores (determined by the Virginia Department of Education) on Praxis I and Praxis II. Fifty-four completers are represented in the following information:

Basic Skills — Number of Completers

Taking Praxis I Paper and Pencil Test (PPST) Reading:	45
Passing Praxis I PPST Reading:	45
Institutional Pass Rate on PPST Reading:	100%
Taking Praxis I Computer-Based Test (CBT) Reading:	9*
Taking Praxis I PPST Writing:	40
Passing Praxis I PPST Writing:	40
Institutional Pass Rate on PPST Writing:	100%
Taking Praxis I CBT Writing:	14
Passing Praxis I CBT Writing:	14
Institutional Pass Rate on CBT Writing:	100%
Taking Praxis I PPST Mathematics:	44
Passing Praxis IPPST Mathematics:	44
Institutional Pass Rate on PPST Mathematics:	100%
Taking Praxis I CBT Mathematics:	10
Passing Praxis I CBT Mathematics:	10
Institutional Pass Rate on CBT Mathematics:	100%

**Number too small to calculate pass rate.*

Academic Content Areas — Number of Completers Taking

English Language and Literature:	7*
Eng Lang Lit Comp Content Knowledge:	1*
Mathematics:	2*
Social Studies:	1*
Social Studies Content Knowledge:	1*
Music Education:	1*
French:	1*
Spanish Content Knowledge:	1*
Biology:	2*

**Number too small to calculate pass rate.*

Aggregate – Basic Skills (all Praxis I): Number of Completers

Taking Praxis I (PPST & CBT) — Reading, Writing, Mathematics:	54
Passing Praxis I (PPST & CBT)— Reading Writing, Mathematics:	54
Institutional Pass Rate:	100%

Aggregate – All Academic Content Areas: Number of Completers

Taking Academic Content Areas:	17
Passing Academic Content Areas:	17
Institutional Pass Rate:	100%

Summary Totals for Completers and Pass Rates

Number taking all Assessments:	54
Number passing all Assessments:	54
Institutional Pass Rate:	100%

Other Information Reported for Academic Year 1999-2000:

Students enrolled:	295
Students enrolled in supervised student teaching:	68
Full-time faculty supervising student teaching:	5
Part-time faculty supervising student teaching:	8
Student/faculty ratio:	5.2

Average number of hours required of students in supervised teaching: 30 hours per week, 13 weeks per semester, 390 hours for the semester

ENGLISH

Department of English, Linguistics,
and Speech

William Kemp, *Chair*
Constance Smith, *Career Advisor*

Faculty

Professors
- Taddesse Adera
- William Kemp
- Carol S. Manning

Associate Professors
- W. Gardner Campbell
- B. K. Faunce
- Carmen R. Gillespie
- James M. Harding
- Christina Kakavá
- Teresa A. Kennedy
- Judith A. Parker
- Mary B. Rigsby
- Stephen H. Watkins

Assistant Professors
- Claudia Emerson
- Marie McAllister
- Timothy M. O'Donnell
- Warren G. Rochelle
- Mara Scanlon

Senior Lecturer
- Constance F. Smith

Director of the Writing Center
- Jane G. Gatewood

The Program in English

English faculty strive to inspire in students a love for literature and for writing, to help students develop analytical and critical skills, and to guide students in improving their writing.

The program offers courses appropriate to students at all levels. English 101 is the college's introductory writing course, required of most students. Except for English 295, courses on the 200-level are designed for students from all disciplines. Courses on the 300-level may also appeal to a diverse audience but require a more sophisticated study of texts and more advanced writing. Courses on the 400-level offer a seminar experience in which students study a topic or theme in depth, frequently take charge of class discussions, and produce a major paper or project. To facilitate discussion and individual attention, the department limits enrollment in many classes to 15 to 25 students. Some courses accommodate enrollments up to 35. Three team-taught surveys allow larger enrollments but incorporate smaller discussion sessions once or twice a week.

Students who pursue a major in English become familiar with the language, with literary theory, and with a variety of literatures in the language (including works outside the recognized canons). They practice literary and linguistic analysis, and they develop as writers of different modes and genres. While the major requires certain courses and categories of courses, it also allows the individual student the flexibility to emphasize an area of special interest such as literature, journalism, creative writing, or linguistics.

Many juniors and seniors enroll in internships to test classroom knowledge in the outside world and to explore career interests. Juniors and seniors of appropriate academic standing may also elect to pursue individual studies. And an increasing number of students choose to study abroad for a semester.

Upon graduation, English majors go in many directions. About 20 percent enter teaching. Others go to graduate and professional schools. Still others take jobs in journalism, public relations, government, and business. Graduates of the English program report that the skill they acquired that employers value most is good writing. In nourishing in students good communication and analytical skills, the program prepares students to enter many fields.

The Department of English, Linguistics, and Speech is committed to the aggressive recruitment of minority faculty and students.

Requirements for the English Major

Thirty-nine credits in English, Linguistics, and Speech courses, as follows: Linguistics 101; English 295; English 381, 382, and 383. One additional upper-level English course dealing with literature written before 1800; one upper-level English course dealing principally with literature of historically marginalized people; one upper-level English writing course; Linguistics 301, 302, or 305; one 400-level seminar; and nine additional credits selected from the following: English 200, any of the department's 300- and 400-level courses, and department-sponsored internships and individual studies.

English Course Offerings

101 – Writing Workshop (3)

Instruction and practice in the fundamental techniques of expository and argumentative writing: organization, development, coherence, research methods, mechanics. Frequent workshop approach, with group and tutorial work.

200 – Newsgathering (3)

An introduction to the techniques of newsgathering, including practice in interviewing, reporting, and writing various kinds of news stories.

201 – Advanced Composition (3)

Development of flexible and effective expository prose through analysis of models and practice with styles and techniques.

205 – The Art of Literature (3)

An introductory course emphasizing the development of the genres of poetry, prose fiction, non-fiction, and drama. Using a historical perspective, students study the role of the reader, the surrounding culture, and the language of the text. The course offers students the tools of critical analysis and encourages the pleasures of close reading and exchange of ideas.

206 – Global Issues in Literature (3)

An introductory course exploring multiple perspectives on a selected global theme or issue as expressed in literature. Attending to the pleasures of literature, the role of the reader, the language of the text, and the social context of literature, the course includes both historical and contemporary texts in traditional and non-traditional forms. It explores the contact zone between Anglo European perspectives and disparate world cultures outside Western Europe and North America.

243 – Women in Literature (3)

Study of literature by or about women.

245 – Introduction to Film Studies (3)

Equips students to analyze and understand the art of film. Emphasizes narrative film (the dominant mode of filmmaking) within the Anglophone tradition (the dominant cultural producer of film).

251 – Issues in Literature (3)

Significant literary figures, movements, and topics. Specific topics vary.

295 – Introduction to Literary Studies (3)

An introduction to the rewarding complexities of reading literature. The course introduces students to literary theory and its applications, offers a framework for understanding the historical evolution of literary studies, and introduces students to a range of approaches to the study of texts. The course includes practice in writing commentary on literature. Required for the English major.

300 – Principles of Newspaper Writing (3)

Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of news stories.

301 – Principles of Magazine Writing (3)

Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of magazine articles, with emphasis on feature writing.

302 – Creative Writing I (3)

Prerequisite: English 205 or permission of the instructor. Introduction to writing fiction and poetry. Primary emphasis on developing students' abilities to write creatively, with periodic attention to examples from established writers.

303 – Creative Writing II (3)

Prerequisite: English 302 or permission of the instructor. Continuation of English 302, with emphasis on more sustained creative writing projects.

306 – Topics in Writing (3)

Practice in writing in certain styles and forms. Consult Schedule of Courses for specific topics and prerequisites.

307 – The Writing Process (3)

Study and practice of writing as a several-stage process, development of an understanding of what is good writing, development of the ability to criticize constructively one's own writing and the writing of others.

309 – Chaucer and His Age (3)

The study of popular literature in England during the middle ages, with emphasis on Chaucer's Canterbury Tales, Anglo-Saxon heroic narrative, Piers Plowman, and the origins of medieval drama.

310 – The Courtly Tradition in Medieval Literature (3)

Development of courtly literature in medieval England, including Chaucer's Troilus and Creseyde, works of the Gawain poet, love lyrics, and native Arthurian material.

315 – English Drama through the Restoration (3)

Origins and development of English drama through the Restoration. Includes miracle and morality plays, and Elizabethan, Jacobean, and Restoration drama.

316 – Renaissance and Baroque Literature (3)

English nondramatic literature of the 16th and 17th centuries emphasizing Sidney, Spenser, Donne, Jonson, and Milton.

319 – Shakespeare: The Early Plays (3)

Shakespeare's early development, focusing on the comedies and history plays.

320 – Shakespeare: The Later Plays (3)

Shakespeare's later development, focusing on the tragedies, problem plays, and final romances.

325 – Restoration and Early Eighteenth-Century Literature (3)

English literature during the Restoration and the early 18th century, with emphasis on the revival of classical aesthetics and forms.

326 – Late Eighteenth-Century British Literature (3)

English literature during the second half of the 18th century, with emphasis on the transition from Neoclassicism to Romanticism.

333 – The British Novel to 1945 (3)

Growth of the English novel from its origins to the Second World War.

334 – The American Novel to 1945 (3)

Growth of the American novel from its origins to the Second World War.

335 – British Romantic Literature (3)

The study of late 18th, early 19th century British literary culture. Explores the revolutionary changes occurring in Britain and examines their impact on canonical writers such as Blake, Wollstonecraft, Coleridge, Shelley, Wordsworth, Burns, and Scott, as well as non-canonical writers whose works had a major influence on the period.

336 – Victorian Literature (3)

English literature from 1830 to 1914.

345 – Film, Text, and Culture (3)

Advanced study in narrative and non-narrative films, focusing on the analysis of films as texts and in relation to other texts (literary, visual, musical, etc.). Consideration of film texts as they originate in, and express, human society.

351 – African American Literature (3)

A chronological exploration of poetry, slave narratives, autobiographies, nonfiction, short stories, novels, and plays written by people of African descent in the United States. In addition to its primary focus on literature, the course also explores the interconnections between African American literature and history, politics, psychology popular culture, and economics.

355 – American Romanticism (3)

Literary romanticism in 19th century American prose and poetry. Includes Hawthorne, Melville, Thoreau, Whitman, Dickinson, and others.

356 – American Realism (3)

Literary realism in American prose and poetry of the 19th and early 20th centuries. Includes James, Dreiser, Twain, and others.

357 – Southern Literature (3)

The literature of the American South, from the nineteenth century through the Modern Southern Renaissance.

360 – The Literature of Resistance (3)

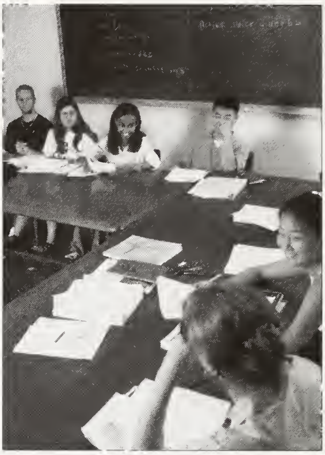
Studies in modern literature dealing with current international socio-political conflicts in such regions as Ireland, the Middle East, and South Africa.

365 – Modern Literature–Emphasis Drama (3)

Origins and development of major concerns and themes in the early modern period. Emphasis on Western drama.

366 – Modern Literature–Emphasis Poetry (3)

Explorations of modern themes and techniques in the works of major modern writers, chiefly British and American.



368 – African Literature (3)

Major themes, movements, significant literary figures and problems in twentieth-century African literature.

370 – Contemporary Poetry and Drama (3)

Contemporary poetry and drama, primarily British and American.

373 – Contemporary British and American Fiction (3)

Fiction in Britain and America since the Second World War.

375, 376 – Special Studies (3,3)

Studies in significant literary figures, movements, and topics. Consult Schedule of Courses for specific topics.

380 – Practicum in Journalism (1)

Students will review, study, and practice principles of sound journalism in reporting, editing, opinion-writing, and layout and design for the Mary Washington College student newspaper, The Bullet. May be repeated for a total of eight credits; four may be counted in the English major.

381 – British Literature to 1800 (3)

Prerequisite: sophomore standing or permission of the department chair. Survey of British literature from the Anglo-Saxon period to roughly 1800, not including Romanticism. Required for English majors.

382 – British Literature from 1800 to the Present (3)

Prerequisite: sophomore standing or permission of the department chair. Survey of British literature from

Romanticism to the present. Required for English majors.

383 – Survey of American Literature (3)

Prerequisite: sophomore standing or permission of the department chair. Survey of American literature from colonial times to the present. Required for English majors.

400 – Grellet and Dorothy Simpson Summer Institute in Medieval Studies (6)

Prerequisite: Permission of instructor. An intensive summer institute in a seminar format, this course provides the opportunity for independent undergraduate research on a variety of topics appropriate to medieval studies. Intensive discussion sessions directed by a variety of scholars from inside and outside the College faculty will guide students, ensuring the timeliness and currency of their research.

411 – Studies in Drama (3)

Major problems, themes, movements, or figures in drama. Consult Schedule of Courses for specific topics.

413 – Studies in Poetry (3)

Major problems, themes, movements, or figures in poetry. Consult Schedule of Courses for specific topics.

415 – Studies in the Novel (3)

Major problems, themes, movements, or figures in the novel. Consult Schedule of Courses for specific topics.

445 – Studies in English Literature to 1600 (3)

Significant figures, movements, themes, or problems in English literature to 1600. Consult Schedule of Courses for specific topics.

447 – Studies in English Literature, 1600–1800 (3)

Significant figures, movements, themes, or problems in English literature, 1600–1800. Consult Schedule of Courses for specific topics.

449 – Studies in English Literature, 1800–Present (3)

Significant figures, movements, themes, or problems in English literature, 1800 to the present. Consult Schedule of Courses for specific topics.

455 – Studies in American Literature to 1900 (3)

Significant figures, movements, themes, or problems in American literature through the 19th century. Consult Schedule of Courses for specific topics.

457 – Studies in American Literature, 1900–Present (3)

Significant figures, movements, themes, or problems in American literature of the 20th century. Consult Schedule of Courses for specific topics.

460 – Seminar in Critical Theory (3)

Prerequisites: English 295 or permission of the instructor. Significant figures, movements, themes, and methodologies in critical theory. Consult Schedule of Courses for specific topics.

470 – Seminar in Creative Writing (3)

Prerequisites: English 302 and 303 and permission of Creative Writing Committee. Advanced workshop in creative writing.

480 – The Peer Tutoring of Writing (1)

Prerequisite: One writing course or writing intensive course beyond English 101, and permission of the instructor. The review and study of principles of effective writing, study of writing formats and expectations for various disciplines, and training in tutoring fellow students. May be repeated for a total of four credits.

491, 492 – Individual Study (3, 3)

Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may be counted toward the English major.

499 – Internship (1–6)

Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

ENVIRONMENTAL SCIENCE

Department of Environmental Science
and Geology

Michael L. Bass, *Chair and Career Advisor*

Faculty

Distinguished Professor
Roy F. Gratz

Professors
Michael L. Bass
Robert L. McConnell
Raymond B. Scott
Werner Wieland
Grant R. Woodwell

Associate Professors
Joseph W. Nicholas
Margaret A. Ray
Jodie L. Hayob

Assistant Professors
Stephen O. Gough
Charles E. Whipkey

The Environmental Science Program

Environmental Science is offered as a concentration within the cross-disciplinary major in Environmental Science and Geology. The Environmental Science major concentration promotes the study of human links to our environment, and majors may emphasize either a natural science or a social science perspective.

The Natural Science track provides a background in biology, chemistry, and geology. Analytical skills available in this program, coupled with an appreciation of socioeconomic considerations, will prepare the student to evaluate environmental problems and work on solutions with the limits of societal resources in mind.

The Social Sciences track focuses on the economic, political, and sociological impact of humans on the environment. This study, coupled with an appreciation of the biotic and physical parameters of the environment, prepares students to evaluate government, industry, and environmentalist positions on environmental issues.

Environmental laws and regulations have produced an increased demand by both industry and all levels of government for people trained in the environmental sciences. Both tracks provide a strong background for advanced study or allow placement directly in a variety of career areas. Majors who have the appropriate academic record may use Environmental Science 481 and 491 to pursue Honors in Environmental Science. Financial support for student research is available.

Equipment for ecological studies in terrestrial, fresh water, and marine environments includes live animal traps, plankton and insect nets, seines, dissolved oxygen, conductivity and pH meters for field work, a small fleet of boats including one equipped for trawling and dredging, and fresh and salt water aquaria.

Requirements for the Environmental Science Major Concentration

Forty (40) credits, including Environmental Science 110 and 460; Biology 311 or 322; Chemistry 211 or 252; Economics 331; Geography 310 or Sociology 314; Geography 210; Geology 111; 13 credits from courses in one of the following options to form an approved, cohesive program with no more than three courses taken in any one discipline:

Natural Environmental Sciences: Biology 211, 231, 250, 311, 312, 321, 322, 323, 341, 363, 364, 371, 372, 422, 424, 425, 426, 451, 471; Chemistry 211, 212, 252, 317, 318, 319, 320, 331, 332, 471; Economics 405, 431, 488; Environmental Science 205, 305, 421, 481, 491, 499; Geography 211, 250, 310, 330, 340, 351; Geology 112, 113, 114, 205, 221, 301, 305, 402.

Social Environmental Sciences: Anthropology 102; Biology 250, 424, 425, 426, 451, 471; Economics 312, 332, 341, 354, 384, 405 431, 488; Environmental Science 421, 481, 491, 499; Geography 211, 250, 310, 330, 336, 337, 339, 340, 351; Geology 205, 305; Political Science 332; Sociology 313, 314.

Biology 121,122 and 210, Chemistry 111 and 112, and Economics 201 and 202 are prerequisite to courses in the major program. Political Science 101 and 102 are prerequisites to courses that might be included in the major program. Students expecting to concentrate in Environmental Science should consider taking these courses as general education requirements or as electives.

Environmental Science Course Offerings

110 – Introduction to Environmental Science (3)

Humans and the environment as viewed from the social and natural sciences.

205 – Computer Applications in Environmental Science and Geology (3)

This course introduces students to microcomputers and their use in environmental and geosciences. Topics include operating systems, computer components, and acquiring data from the World Wide Web. Students will also be exposed to GIS software, collecting and working with GPS data, and creating color images of multidimensional data sets. Cross-listed as Geology 205.

305 – Introduction to Hydrology (3)

Prerequisite: Geology 111; calculus and high school physics recommended. Lecture course in the theory of surface water and groundwater flow (including contaminant transport) for practical applications in the geological and environmental sciences. Cross-listed as Geology 305.

421 – Topics in Environmental Science (2–4)

This course will address a special topic in the environmental science area during a semester, such as environmental regulations, environmental soil science, environmental audits, environmental toxicology, and environmental impact assessment. Open to junior and senior Environmental Science major; other by permission of instructor.

460 – Environmental Science Seminar (2)

Multidisciplinary evaluation of environmental problems. Senior-level seminar for Environmental Science majors; others by permission of the instructor.

481 – Readings in Environmental Science (1–2)

Readings in Environmental Science literature selected by the student, who is guided by a staff member. Open to junior and senior majors by permission of the department.

491 – Special Problems in Environmental Science (1–3)

Prerequisite: Environmental Science 481. Individual Laboratory or Field investigation supervised by a staff member. Open to junior and senior majors with permission of the department.

499 – Internship (Credits variable)

Prerequisite: Junior or senior major in good academic standing with appropriate background. Supervised off-campus experience, developed in consultation with the department.

FRENCH

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Marie A. Wellington, *Career Advisor*

Faculty

Professors
James F. Gaines
Marie A. Wellington
Associate Professor
Leonard R. Koos

The French Program

Through courses in French, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in French.

Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which French is spoken and which sponsors various inter-cultural programs each year. The resident language director of this area is a native speaker of French.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements.

An exchange program with the University of Valenciennes allows a recently-graduated major to teach in France for a year. Summer study classes in Les Sables d'Olonne, France are offered in cooperation with West Virginia University.

Graduates in French may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Requirements for the French Major

Thirty-six (36) credits, including French 311, 312, 326, 327, 328, 411, 412, and 481; two courses chosen from French 313, 315, or 316; two additional French literature courses.

French Course Offerings

101, 102 – Beginning French (3, 3)

Prerequisites for 102: FREN 101 or equivalent. Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate French (3, 3)

Prerequisites for 201: FREN 102, or equivalent. Prerequisites for 202: FREN 201, or equivalent. Grammar review, reading, composition, laboratory use, oral work.

311, 312 – Studies in Language I (3, 3)

Prerequisites: French 201, 202. Grammar, composition, reading, conversation.

313 – Business French (3)

Prerequisites: French 311, 312. Especially designed for those who may be connected with businesses dealing in France or French-speaking countries.

315 – French Civilization (3)

Prerequisites: 3 hours of survey and 311 or 312, or permission of the instructor. Geography and history of France.

316 – French Civilization (3)

Prerequisites: 6 hours of survey and 311 or 312, or permission of the instructor. Contemporary France.

326, 327, 328 – Survey of French Literature I, II, III (3, 3, 3)

Prerequisites: 311 or 312. A chronological study of French literature from the medieval period through the late 20th century.

342 – Medieval and Renaissance Literature (3)

Prerequisites: French 326 and one other segment of the literature survey, or permission of the instructor. A study of short fiction in the medieval period from courtly lai and popular fabliau through the sixteenth-century nouvelle of Marguerite de Navarre.

351 – Seventeenth-Century Literature (3)

Prerequisites: French 327 and one other segment of the literature survey, or permission of the instructor. Corneille, Moliere, Racine, and other representative works.

361 – Eighteenth-Century Literature (3)

Prerequisites: French 327 and one other segment of the literature survey, or permission of the instructor. Philosophy, fiction, and theatre.

371 – Novel of the Nineteenth Century (3)

Prerequisites: French 328 and one other segment of the literature survey, or permission of the instructor. Stendhal, Balzac, Flaubert, Zola, and short stories.

372 – Nineteenth-Century Poetry and Theater (3)

Prerequisites: French 328 and one other segment of the literature survey, or permission of the instructor. Poetry from all periods of the century and some representative theatre.

381 – The Novel of the Twentieth Century (3)

Prerequisites: French 328 and one other segment of the literature survey, or permission of the instructor. Proust, Robbe-Grillet, Sarraute, Camus, and other representative works.

382 – Twentieth-Century Theater (3)

Prerequisites: French 328 and one other segment of the literature survey, or permission of the instructor. Artaud, Ionesco, Jarry, Beckett, and other representative works.

383 – Francophone Literature (3)

Prerequisites: Two segments of the literature survey or permission of the instructor. Representative works from the Maghreb, sub-Saharan Africa, the Caribbean, and French Beur literature.

411, 412 – Studies in Language II (3, 3)

Prerequisites: French 311, 312, and 6 hours of Survey of French Literature. Advanced grammar, composition, conversation. Required of majors. Others by permission.

481 – Senior Seminar (3)

Selected topics. Required of and limited to senior majors.

491, 492 – Individual Study (3, 3)

Intensive study of one or more authors selected in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. No credit toward major.

GEOGRAPHY

Department of Geography

Joseph W. Nicholas, *Chair*
Stephen P. Hanna, *Career Advisor*

Faculty

Associate Professors
- Joseph W. Nicholas
- Donald N. Rallis

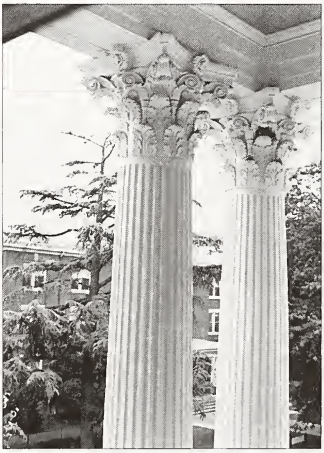
Assistant Professors
- Dawn S. Bowen
- Erin H. Fouberg
- Stephen P. Hanna

Instructor
- Farhang Rouhani

The Geography Program

Geography is the study of spatial variation, or the ways in which phenomena differ from place to place on the earth. Physical geography focuses on atmospheric, biologic, and geomorphic processes that combine to create the natural environments in which human activities take place. Human geography is concerned with the spatial distribution of people, their societies, economies, and cultures, and how these distributions have changed through time.

The Geography program at Mary Washington emphasizes the fundamentals of human and physical geography, trains students in a variety of geographic methods, and encourages students to begin specializations in thematic, regional, and technical subfields. It prepares students for many career opportunities in government and private industry, as well as for graduate studies in geography and planning. Recent graduates have begun careers as geographic information systems analysts, cartographers, urban and regional planners, resource and land use managers, and intelligence officers.



The facilities for geographic studies at Mary Washington include a well-equipped laboratory for the study and practice of cartography, GIS, and remote sensing, and a large collection of maps, aerial photographs, and other geographic imagery. The department hosts a chapter of Gamma Theta Upsilon, the International Geography Honorary Society.

Requirements for the Geography Major

Thirty-nine (39) credits, to include Geography 201 or 205, 210, 211, 221 or 222, 250 and 299; one course focusing on the geography of a foreign region (301 through 307 or 360); two systematic geography courses (310, 336, 337, 338, 339); one course in geographic techniques (330, 340, 351, 365); Geography 490; and additional elective geography courses as needed.

Geography Course Offerings

101 – World Regional Geography (3)

An appreciation of spatial patterns in the distribution of physical and human characteristics of the major regions of the world.

201 – Introduction to Cultural Geography (3)

An examination of the spatial patterns in human society and their impact on the evolution of past and present landscapes.

205 – Geography and Civilization (3)

An exploration of the interaction of space and time across the course of human history, using geographic concepts to analyze civilizations.

210 – Introduction to Climatology (4)

Survey of atmospheric processes, weather patterns, and the global distribution of climate types. Laboratory.

211 – Introduction to Landforms (4)

Survey of the processes, both tectonic and climatic, that shape the earth's surface. Laboratory.

221 – Geography of Eastern North America (3)

Regional geography of the eastern United States and Canada, stressing similarities and differences in land, life, and livelihood.

222 – Geography of Western North America (3)

Regional geography of the western United States and Canada, stressing similarities and differences in land, life, and livelihood.

250 – Elements of Cartography (4)

Prerequisite: Geography 201 or 205, and 210 or 211. An introduction to the principles of cartography and the use of maps as research tools, with emphasis on the creation of maps using a variety of techniques. Laboratory.

299 – Geographic Methods (3)

Prerequisite: Geography 201 or 205. An introduction to the use of geographic methods, including geographic inquiry, data gathering, and the use of qualitative, statistical, and cartographic techniques.

301 – Geography of Latin America and the Caribbean (3)

Regional geography of the lands and peoples of Latin America and the Caribbean, with particular emphasis on the cultural, political, economic and historical bonds that unify the region.

303 – Geography of Europe (3)

A geography of the European region, with particular emphasis on cultural, political, economic, and historical forces of unification and disintegration within the region.

304 – Geography of the Middle East and North Africa (3)

Regional geography of the arid-land countries of the Middle East and North Africa, focusing on the evolution of economic, political, and cultural landscapes.

305 – Geography of Sub-Saharan Africa (3)

A study of Africa south of the Sahara, focusing on the political, economic and social development of the region.

307 – Geography of Asia (3)

A survey of the human and physical geography of Asia with emphasis on the cultural, economic, and political conditions within Asia and the region's relationships with the rest of the world. The course will often focus on one of Asia's subregions.

310 – Human Environment: Perception and Utilization (3)

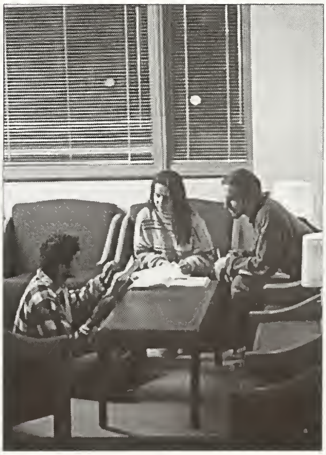
An examination of the dynamic relationship between humans and the natural environment, with emphasis on natural processes.

330 – Introduction to Planning (3)

A survey of basic concepts, laws, and methods used in city and regional planning, illustrated with case studies.

336 – Economic Geography (3)

A geographic analysis of the history and current conditions of the world-economy focusing on location theory, globalization, and community economic development.



337 – Urban Geography (3)

Examination of the spatial structure of urban places, with particular emphasis on theories of urban location, urban hierarchies, the internal structure of modern cities, and the geography of urban cultures.

338 – Political Geography (3)

The spatial analysis of political phenomena at the world, state, and local scales. Specific topics include territoriality, geopolitics, ethnic and nationalist movements, and the geography of voting and representation.

339 – Geography and Development (3)

An examination of the global geography of development and underdevelopment, including a review of theoretical approaches, spatial and environmental problems of development, and the geographies of colonialism.

340 – Remote Sensing and Air Photo Interpretation (4)

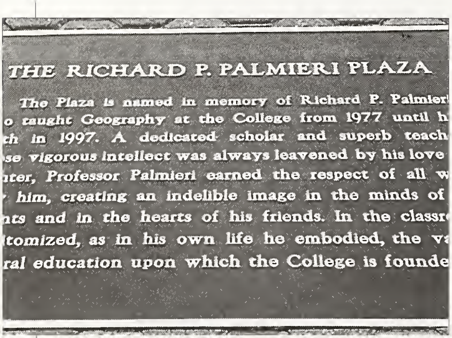
Prerequisite: Geography 250. Analysis of remotely-sensed images with emphasis on the interpretation of aerial photographs and the use of imagery in geographical research. Laboratory.

351 – GIS and Automated Cartography (4)

Prerequisites: Geography 250 and 299. Concepts and applications of geographic information systems (GIS) and automated cartography. Emphasis on the use of GIS as a method for analyzing and solving geographic problems. Laboratory.

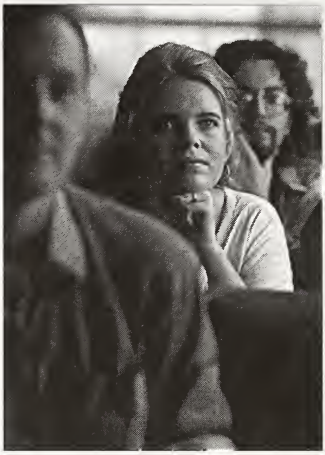
360 – Geographic Study Abroad (variable 1-6)

Travel to a foreign region where students will attend lectures, observe geographic phenomena, and participate in group discussions.



THE RICHARD P. PALMIERI PLAZA

The Plaza is named in memory of Richard P. Palmieri
o taught Geography at the College from 1977 until h
ch in 1997. A dedicated scholar and superb teach
se vigorous intellect was always leavened by his love
ter, Professor Palmieri earned the respect of all w
him, creating an indelible image in the minds of
nts and in the hearts of his friends. In the classr
tomized, as in his own life he embodied, the v
ral education upon which the College is founde



365 – Field Methods in Geography (4)

Prerequisite: 24 hours in Geography. Methods of obtaining information, mapping, and preparing reports based on field research experience.

410 – Selected Topics in Geography (variable 1-3)

Lecture or seminar class dealing with a preselected topic of current interest. (May be repeated for credit with change of topic)

485 – Readings in Geography (variable 1-3)

Prerequisite: Permission of the instructor. Directed readings on a selected topic in geography under the guidance of a member of the geography faculty.

490 – Seminar in Geography (3)

Prerequisite: Senior majors only. An intensive study of one of the subfields of geography, with emphasis on critical reading of the literature, group discussion, and the preparation of a major research paper.

491 – Individual Study in Geography (variable 1-6)

Prerequisite: Permission of the instructor. Intensive individual study of some geographic issue under the guidance of a member of the geography faculty.

499 – Internship (variable 1-6)

Prerequisite: Permission of the instructor. Supervised off-campus experience. Pass/fail only. Does not count toward geography major.

GEOLOGY

Department of Environmental Science and Geology

Michael L. Bass, *Chair*
Jodie L. Hayob, *Career Advisor*

Faculty

Professor
- Robert L. McConnell
- Grant R. Woodwell

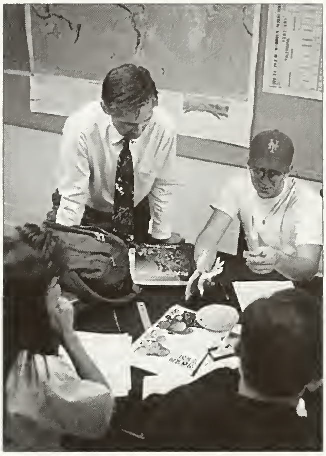
Associate Professor
- Jodie L. Hayob

Assistant Professor
- Charles E. Whipkey

The Geology Program

Geology is offered as a concentration within the cross-disciplinary major in Environmental Science and Geology. The Geology concentration offers introductory courses designed to present the basic principles and applications of the science and upper-level courses that provide more thorough analysis of geological processes for students planning professional employment or graduate study in the field. The program also provides background for teaching the earth sciences. Around the geology concentration one can build a career-focused set of courses from other disciplines, e.g., with geography for urban and land-use planning or cartography; with biology for environmental studies; and with chemistry and physics for geochemical or geophysical research on energy and mineral resources. Students concentrating in geology are encouraged to do independent study and research during their senior year. If they have a 3.00 overall grade point average with a 3.25 average in geology courses, they may pursue Honors in Geology by completing an independent research project and writing and defending a thesis.

The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Major equipment items include petrographic microscopes (one with a fluid-inclusion stage), a thin-section machine, an x-ray diffractometer and an energy dispersive spectrometer. For geological field work, the department has GPS equipment, a core drill, surveying equipment and altimeters, and for classroom study, an extensive collection of rocks, minerals, and fossils. The department also has numerous microcomputers and access to the College's network and the internet.



Requirements for Geology Concentration

Thirty-six (36) credits, to include Geology 111, 112, 301, 302, 311, and 412; an additional twelve (12) credits in other geology courses at the 200-level or above. With advisor approval, Chemistry 331 and 332 may be substituted for up to four (4) of these credits.

Geology Course Offerings

111 – Introductory Geology (4)

Introduction to the earth: rocks and minerals, mountain-building, structure of the earth's interior, and surface processes. Laboratory. Entry-level course.

112 – Evolution of the Earth (4)

Prerequisite: Geology 111. History of the earth with emphasis on plate tectonics, evolution of continents and ocean basins, and evolution of life as deduced from the fossil record. Laboratory.

201 – Paleontology (4)

Prerequisites: Geology 111 or Biology 121. Plant and animal fossils and the ancient environment indicated by their presence. Laboratory.

205 – Computer Applications in Environmental Science and Geology (3)

This course introduces students to microcomputers and their use in environmental and geosciences. Topics include operating systems, computer components, and acquiring data from the World Wide Web. Students will also be exposed to GIS software, collecting and working with GPS data, and creating color images of multidimensional data sets. Cross-listed as Environmental Science 205.

221 – Environmental Geology (3)

Prerequisite: Geology 111; recommended: Geology 112. Interaction of geologic phenomena and processes with society and the biosphere.

301 – Mineralogy (4)

Prerequisite: Geology 111. Chemistry 112 recommended. Study of minerals, including an introduction to crystallography, optical mineralogy, and methods of identification (hand sample and petrographic microscope). Laboratory.

302 – Petrology (4)

Prerequisite: Geology 301. Origin and evolution of magmas; origin, nature and classification of igneous and metamorphic rocks (hand sample and petrographic microscope). Laboratory.

305 – Introduction to Hydrology (3)

Prerequisite: Geology 111; calculus and high school physics recommended. Lecture course in the theory of surface water and groundwater flow (including contaminant transport) for practical applications in the geological and environmental sciences. Cross-listed as Environmental Science 305.

311 – Sedimentation and Stratigraphy (4)

Prerequisite: Geology 111; recommended: Geology 301. Origin and nature of sediment; depositional environments; principles of seismic stratigraphy; facies models. Laboratory.

335 – Plate Tectonics (4)

Prerequisite: Geology 112. This laboratory course offers a comprehensive study of lithospheric plate movements using information derived from seismology, paleomagnetics, petrology and tectonics. Selected topics also include a historical review of the development of the theory of plate tectonics, geologic and geophysical events at plate boundaries and an evaluation of evidence regarding plate driving forces.

402 – Geochemistry (3)

Prerequisite: Geology 301 or permission of the instructor. Study of the distribution, migration, and abundance of the elements within the earth.

412 – Structural Geology (4)

Prerequisite or corequisite: Geology 302. Analysis and interpretation of structural features of the earth's crust such as folds and faults. Laboratory.

421 – Advanced Topics in Geology (2–4)

Prerequisite: permission of the instructor. Specialized topics not offered on a regular basis such as Vertebrate Paleontology and Oceanography Laboratory included with certain topics.

491 – Individual Study (1–4)

Prerequisite: permission of the instructor. Investigation of a topic which may include laboratory and literature research. Course of study determined by instructor and student.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the department. A maximum of three (3) credits may count toward the major program requirements.

GERMAN

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Sammy R. Merrill, *Career Advisor*

Faculty

Distinguished Professor
Sammy R. Merrill
Associate Professor
Vera Niebuhr

The Program in German

Through courses in German, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted in German.

Students wishing to major may select a concentration in German within the major in Modern Foreign Languages. Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a campus residence area in which German is spoken and which sponsors various inter-cultural programs. The resident program director of this area is a native speaker of German.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. MWC also offers a summer program for advanced students in Rosenheim, Germany. Credits can be accepted from abroad to fulfill major requirements.

Graduates in German may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Requirements for the German Major

Thirty-two (32) credits in German usually including German 311; at least two courses (in sequence) chosen from 393, 394, and 395; and additional German courses at the 300- or 400-level.

German Course Offerings

101, 102 – Beginning German (3, 3)

Grammar, emphasis on gaining rapid comprehension and developing fluency in spoken German. Introduction to reading German. Learning to write German.

201, 202 – Intermediate German (3, 3)

Prerequisites: German 102 or equivalent for 201; German 201 or equivalent for 202. Grammar review, concentration on reading for comprehension. Honing of oral skills and writing German. Readings in German 202 focus on global issues.

311 – Introduction to German Literature (4)

Prerequisites: German 202 or equivalent. Emphasizes texts from the nineteenth and twentieth centuries. Close attention paid to form, content, motifs, character analysis, and social and cultural background.

317 – German Civilization (4)

Prerequisites: Two 300-level German courses, usually 311 and 393. Survey of the culture and civilization of the German-speaking areas, with emphasis on Germany.

375 – German Literature: the Enlightenment through Romanticism (4)

Prerequisites: Two 300-level German courses, usually 311 and 393. Representative authors like Lessing, Goethe, Schiller, Kleist, Novalis, Hoffmann, Brentano, Eichendorff.

376 – German Literature: Post-Romanticism to Turn of the Century (4)

Prerequisites: Two 300-level German courses, usually 311 and 393. Representative authors like Heine, Buechner, Grillparzer, Droste-Huelshoff, Hebbel, Storm, Keller, Fontane, Hauptmann.

385, 386 – German Literature of the Twentieth Century (4, 4)

Prerequisites: Two 300-level German courses, usually 311 and 393. Representative authors like Mann, Musil, Kafka, Brecht, Boell, Frisch, Grass, Handke, Aichinger, Wohmann, Bachmann, Wolf, Braun, Kirsch.

393, 394, 395 – Advanced Grammar, Conversation, Composition (4, 4, 4)

Prerequisites: German 202 must be completed before starting this sequence. Intensive written and oral language practice. Designed to expand the student's active vocabulary and help the student develop his or her own style. German 393, 394, 395 must be taken in sequence. Emphasis on global issues in 394 and 395.

485 – Seminar in German (4)

Prerequisites: At least one advanced course in German literature above German 311 *and* German 393. Selected topics in German literature, German cultural studies, or Germanic linguistics.

485A – German in Rosenheim (4)

Prerequisite: German 202. Summer course in German language and culture taught on site in Rosenheim, with focus on the various forms of artistic and journalistic expression, as well as the geography, history, and social structure of this southeastern border area of Germany.

491, 492 – Individual Study (1-4)

Prerequisite: Approval of the instructor.

499 – Internship (1-4)

Prerequisite: Approval of instructor. Supervised off-campus experience developed in consultation with the department. No credit toward major.

GREEK

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtlain, *Classics Career Advisor*

Faculty

Assistant Professors
Liane R. Houghtalin
Joseph M. Romero

Instruction in Greek

The study of ancient Greek is an appropriate complement to any major in the liberal arts or sciences, and any student may use Greek to satisfy the College's general education requirement for proficiency in a foreign language.

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While no specific major or concentration in Greek is offered, students may use courses in Greek to fulfill the requirements for a major in Classics. The College is a cooperating institution with the American School of Classical Studies in Athens, and students who study Greek are encouraged to apply to its program.

Greek Course Offerings

101, 102 – Elementary Greek (3, 3)

Introduction to the language of ancient Greece. Essentials of grammar and composition; introduction to translating Greek literature.

201, 202 – Intermediate Greek (3, 3)

Prerequisites: Greek 101–102 or equivalent. Review of grammar. Readings from Greek prose and/or poetry.

306 – Homer (3)

Selected readings from the Iliad or the Odyssey. By permission of the Classics faculty.

308 – Tragedy (3)

Selected plays. By permission of the Classics faculty.

451, 452 – Special Studies in Greek Literature (3, 3)

Reading and study of individual Greek authors or literary genres. By permission of the department.

491, 492 – Individual Study in Greek (1–3)

Individual study under the direction of a member of the staff. By permission of the department.

HEALTH EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Chair*

Instruction in Health Education

Health Education may be taken as an elective by any student.

Health Education Course Offering

100 – Contemporary Health Issues (3)

Provides up-to-date information about modern health problems confronting people of all ages. Discussion is encouraged to give students the opportunity to share personal experiences, resource materials, and problem-solving techniques. The impact of personal and environmental health problems on society is also covered.

HISTORIC PRESERVATION

Department of Historic Preservation

Gary W. Stanton, *Chair and Career Advisor*

Faculty

Hofer Distinguished Professor of Early American Culture and Historic Preservation

Carter L. Hudgins

Prince B. Woodard Chair and Professor

W. Brown Morton III

Associate Professor

Douglas W. Sanford
Gary W. Stanton

Assistant Professor

Wendy L. Price

Senior Lecturer

John N. Pearce, Director, James Monroe Museum and Memorial Library

Director, Center for Historic Preservation

Douglas W. Sanford

The Historic Preservation Program

Historic Preservation focuses on the maintenance, conservation, advocacy, and interpretation of historic sites and structures and on cultural resource management. Historic Preservation provides opportunities for students to gain a deeper and richer understanding of America's cultural and ethnic diversity and the ramifications of technological innovation and social change on the quality of life.

Mary Washington College was one of the first academic institutions in America to establish an undergraduate curriculum in historic preservation and the first to establish an independent Department of Historic Preservation—now the largest undergraduate program of its kind in the nation. The department offers an interdisciplinary major which acquaints students with a broad range of activities, methods, and theoretical perspectives. Students in the program may emphasize historic architecture, architectural conservation, folklore, historical archaeology, preservation planning, material culture, or history museums in their coursework.

Historic Preservation majors explore the theoretical, ethical, and philosophical issues that surround preservation practice. The acquisition of research and analytical skills is stressed and substantial fieldwork, laboratory, or research assignments are woven into most courses. The academic program of the department is strongly enhanced by the research, fieldwork, and public education programs of the MWC Center for Historic Preservation.

The historic preservation program is also enhanced by the location of the College in Fredericksburg, a city with an exceptionally rich history. Intellectual and professional skills are developed through intensive, hands-on involvement in preservation activities in the area, and opportunities exist for similar experiences abroad. Students design and fabricate museum exhibits, carry out historical archaeology projects, conduct architectural surveys, and prepare diagnostic reports for local historic sites and structures. Students interact with the local community through the activities of the student-organized Preservation Club.

Special financial assistance is available for historic preservation students through several scholarships, including the Albert J. Bowley Scholarship, the Annie Fleming Smith Scholarship, the Ardiena Ann Tromley Scholarship in Archaeology, the Catherine Skinner Leu Scholarship, the Garland Gray Foundation Scholarship, the Charles S. and Camilla Moody Payne Scholarship, and the Knight Family Scholarship in Historic Preservation. In addition, historic preservation students are eligible for J. Binford Walford Scholarships, awarded to students who plan to pursue careers in architecture.

Requirements for the Major

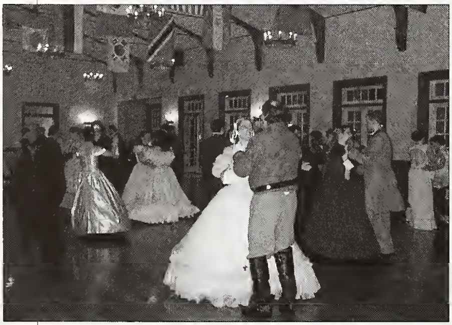
Thirty-nine (39) credits including Historic Preservation 101, 102, 200, 205, 206, 207, 209, 305, 320, 405, and 490; three credits from among 461, 462, 463, 464 or 469; three credits from among 302, 303, 309, 310, 311, 312, 325, 345, 360, 361, 465S, 468S, 470, 471, and 491.

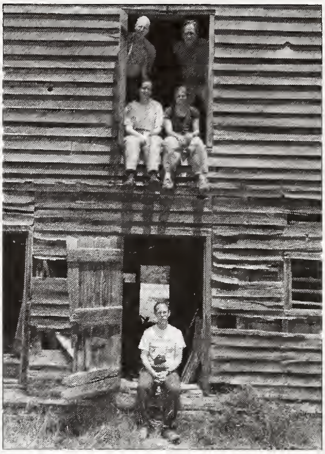
Historic Preservation 499 is strongly recommended but does not count toward requirements for the major.

Historic Preservation Course Offerings

101 – The American Heritage (3)

Survey of America's architectural, cultural, and historical resources; analysis of the historic, social, economic, political, and environmental forces from both "the Old World" and "the New World" which have shaped them.





102 – Preserving Historic America (3)

Survey of the history of historic preservation and the practice of historic preservation with emphasis on the legislation, policies, and methodologies that form our present national, state, and local preservation system.

200 – The History Museum (3)

Survey of the history, philosophy, and management of history museums, including curatorship and public interpretation.

205 – Documentation and Fieldwork (3)

Prerequisite or corequisite: Historic Preservation 101 and 102 or permission of the chair. Methods of documentation and analysis of historic sites and structures through historical research, measured drawings and photographs.

206 – Introduction to American Folklore (3)

General survey of the forms of folklore found in the United States in the twentieth century along with the methodologies and theoretical perspectives used in the analysis of folk forms.

207 – American Archaeology (3)

Introduction to field and laboratory methods and interpretive issues of North American archaeology, with emphasis on historical archaeology.

209 – Planning History and Practice (3)

Introduction to the theories, methods and practical applications involved in the field of planning at the local level.

302 – Preservation Law (3)

Prerequisite: Historic Preservation 102. Examination of the development and application of preservation law in the United States, through the analysis of case law, legislation, and private techniques.

303 – Archives and Society (3)

Examination of the theory and practice of archival work, including the paleography, preservation, and cataloging of manuscript collections.

305 – American Building (3)

Prerequisites: Art History 114 or 115 and Historic Preservation 205, or permission of the chair. Intensive overview of the evolution of American building from early dwellings and towns to the glass and steel towers that dominate post-modern skylines. Special emphasis is given to building technologies and the development of structural systems.

309 – Preservation and Economic Development (3)

Prerequisite: Historic Preservation 101 and 102 or permission of the instructor. Examination of how historic preservation is being used as an economic development tool.

310 – The Decorative Arts (3)

Survey of the styles and uses of furniture and other decorative arts in America from the 17th century to the present, with emphasis on object research.

311 – Evolution of the American Landscape (3)

An introduction to the study of American landscapes from colonial beginnings to the present day, emphasizing the historic and contemporary forces which have shaped these landscapes. Students will gain an appreciation for landscape features as well as an understanding of the effect of the landscape on daily life.

312 – Landscape Preservation (3)

Prerequisite: Historic Preservation 102. Examination of European landscape precedents, influential landscape architects and landscape preservation issues today.

320 – American Forms and Values (3)

Prerequisite: History 131 or 132. Interpretation and analysis of material culture in pre-industrial and modern American landscapes, with emphasis on research perspectives and methods.

325 – Vernacular Architecture in America (3)

Prerequisite: Historic Preservation 205. A seminar in the research models, methods and theoretical approaches used to study commonplace architecture in the United States.

345 – Computer Applications in Historic Preservation (3)

Prerequisite: Historic Preservation 205. Introduction to the major applications of computer technology in Historic Preservation, including development of database structures, documentation using vector drawings, and the employment of geographic information systems for spatial analysis. Through projects that are specific to the practice of historic preservation students gain new means of documenting, interpreting and analyzing cultural resources.

360 – International Preservation (3)

Examination of the origins and programs of major international preservation organizations such as UNESCO, ICOMOS and ICCROM and a survey of preservation practice and projects in countries around the globe.

361 – Managing Cultural Resources (3)

Prerequisites: HISP 102. Introduces basic principles of the management of cultural resources in the United States. An examination of management theory and specific case studies focus on fundamental components of successful management. Throughout the semester, students participate in group discussions with leaders of cultural resource organizations at the national, state, regional and local levels.

405 – Survey and Planning (3)

Prerequisite: Geography 221 or 222 and Historic Preservation 209 and 305. An intensive survey and research-based study of preservation planning, with emphasis on the identification and analysis of sites and structures in their geographical, historical, and socio-economic contexts.

461 – Laboratory in Architectural Conservation (3)

Prerequisite: Historic Preservation 305. Examination of the fundamental principles of architectural conservation related to the effects of time, gravity, humidity, temperature and light on building materials. Fieldwork monitoring and analysis of deterioration in historic buildings, including masonry, wood, metal and coatings.

462 – Laboratory Methods in Archaeology (3)

Prerequisite: Historic Preservation 207. Laboratory procedures for the processing, identification, analysis, and conservation of artifacts, with emphasis on quantitative analysis and collections management.

463 – Laboratory in Museum Design and Interpretation (3)

Prerequisite: Historic Preservation 200 or permission of instructor. Examination of the principles of museum exhibit design and interpretation, including participation in exhibit preparation.

464 – Laboratory in Public Folklore and Cultural Conservation (3)

Prerequisite: Historic Preservation 206. Intensive examination of the philosophy, practice, and ethics of public programs in folk art, folklore, and cultural conservation programs.

465S – Field Methods in Historical Archaeology (6)

Prerequisite: Historic Preservation 207 and permission of the instructor. Fieldwork-intensive introduction to the techniques for locating, sampling, excavating, and recording archaeological sites.

COLLEGE
HISTORIC PRESERVATION
CLUB

468S – Recording Vernacular Structures (3)

Intensive fieldwork course in methods of recordation, documentation, and interpretation of vernacular buildings through field drawings and photography. Summer only.

469 – Laboratory in Preservation Planning (3)

Prerequisites: Historic Preservation 209 and 405. This laboratory course expands on the methods and information learned in HISP 405 by providing students with practical experience in the formulation of preservation plan elements.

470 – Historic Preservation in Scotland (3)

Introduces students to the historic resources and to the public and private systems for historic preservation in Scotland. Participants investigate the principal Scottish preservation organizations, methodologies, and standards. Participants conduct an intensive fieldwork project in the historic town of Cromarty. The course is conducted jointly by Mary Washington College and the Robert Gordon University, Aberdeen, Scotland.

471 – Special Studies in Historic Preservation (3)

Seminar on a topic in historic preservation.

490 – Senior Research Project (3)

Prerequisite: Historic Preservation 305 and permission of the instructor. National Register of Historic Places nomination or research project related to Historic Preservation 461, 462, 463, 464 or 469

491 – Individual Study in Historic Preservation (Credits variable)

Prerequisite: Instructor permission. Intensive individual investigation of a significant research problem under the direction of a faculty member.

499 – Internship in Historic Preservation (Credits variable)

Prerequisite: Historic Preservation 101, 102, additional course work in Historic Preservation appropriate for the internship, and permission of the instructor. Field experience with a preservation-related institution or group outside the College. Does not meet major requirements.

HISTORY
Department of History and American Studies

Arthur L. Tracy, *Chair*
Allyson M. Poska, *Career Advisor*
Carter L. Hudgins, *Career Advisor*

Faculty

Distinguished Professor and Rector and Visitors Chair
William B. Crawley, Jr.
Distinguished Professor and Hofer Chair of Early American Culture and Historic Preservation
Carter L. Hudgins
Professor
Richard H. Warner
Associate Professors
Porter R. Blakemore
Otho C. Campbell
Claudine L. Ferrell
Bruce R. O'Brien
Allyson M. Poska
Arthur L. Tracy
Instructor
Weijing Lu
Jeffrey W. McClurken

The History Program

The History major provides extensive coverage of chronological periods from ancient to modern times and of subject areas including American, European, Latin American, and Asian history. The goal of the History program is to produce graduates able to understand and solve historical problems and capable of independent, critical judgment based on historical knowledge. Graduates might go on to any number of careers, but these skills are useful in all cases. Because the discipline requires the ability to analyze and communicate ideas as well as to retain factual information, it is an ideal preparation for law school, for a business career, for a career in library or archival work, or for journalism or media research.

The History curriculum itself, which is widely diversified, has several distinctive features. The introductory sequences for **Western Civilization** and **United States** history satisfy College General Education requirements. Either set of these courses may be used to meet major requirements. These courses, as well as the introductory **Asian Civilization** sequence, are also appropriate electives for non-majors and may be especially useful for students planning to major in related fields. A limited number of **First Year Seminar** courses is available on a competitive basis for entering freshmen with AP credit in United States history. **Introduction to the Study of History** prepares majors to write book reviews and to organize, document, and write research papers. In addition to a wide range of 300-level lecture courses, the major also offers a large number of 400-level seminars that provide students with opportunity for extensive participation in the exchange of ideas. **Historical Research** provides majors with the opportunity to complete a research paper with faculty supervision. An internship option enhances the program by granting credit for history-related, career-oriented work outside the classroom.

The Honors award in History requires a 3.5 Grade Point Average in the major and superior work in History 485, Historical Research, or 486, Historical Research Abroad. Final approval for Honors is determined by a departmental Honors Committee.

Phi Alpha Theta, the national history honorary society, enriches the quality of the History program and offers opportunities to participate in social and educational activities.

Requirements for the History Major

History 121, 122 **or** 131, 132; History 299; also, 27 credits beyond the 200 level of which at least 9 must be taken at the 400 level. Of the 9 credits taken at the 400 level, 3 credits must be in 485 or 486 and 3 credits in a seminar (courses numbered 420–469 and 471) plus one additional 3-credit 400 level course, not including 491 or 499. Up to 3 credits of HIST 499 (Internship) may count in the major with adviser approval. Students who elect to focus on a particular geographical area or time period must take at least nine credits outside of that focus.

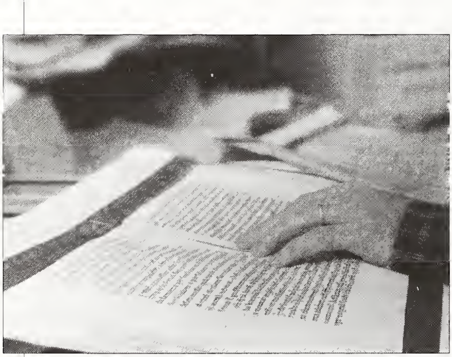
History Course Offerings

121 – Western Civilization I (3)

From ancient Near Eastern origins through classical Greece and Rome, the Middle Ages and the Renaissance and Reformation Era to the seventeenth century.

122 – Western Civilization II (3)

From the seventeenth century through the Age of Absolutism, the Enlightenment, and the French Revolution to the era of nationalism and industrialism and the modernism of the twentieth century.



131 – American History to 1865 (3)

The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

132 – American History Since 1865 (3)

Reconstruction, the emergence of industrialism, the development of world power status through the World Wars, and post-1945 trends.

141 – Asian Civilization I (3)

Asian civilization from its origins in India, China, Japan, and other societies through 1500 AD. Emphasis on social, intellectual, and technological change in the development of the culture and history of the area.

142 – Asian Civilization II (3)

Asia in the modern era, 1500 AD to present, the age of Western expansion and penetration and the social, political, economic, and intellectual transformation of the nineteenth and twentieth centuries.

200 – Topics in History (3)

Listed in the Schedule of Courses, chosen according to timely interest.

299 – Seminar: Introduction to the Study of History (3)

Prerequisite or corequisite: History 121, 122, or 131, 132. Writing- and speaking-intensive study of what history is and what a historian does, focusing on historiography, techniques of research, and writing history.

301, 302 – Diplomatic History of the United States (3, 3)

First semester, analysis of American foreign relations from colonial period to 1860; second semester, 1860 to present.

303 – The American South (3)

Slavery and the plantation system, rise of sectionalism, Civil War and Reconstruction, the era of segregation, and the civil rights movement.

304 – The Civil War (3)

Development of Southern nationalism and the Confederacy; emphasis on social, economic, and political as well as military aspects of the War.

306 – The Black in American History (3)

Development of racism, the slavery experience, the segregation era, the civil rights movement, and the rise of black militancy.

311, 312 – History of Virginia (3, 3)

First semester, English origins and colonial developments through the revolutionary era; second semester, Jeffersonian period to the present.

318 – The American Revolution (3)

Overview of the cultural, economic, political and social factors that fueled the American colonies movement toward rebellion and independence.

320 – The Gilded Age (3)

A survey of the period from the Civil War to the turn of the century; covers such topics as urbanization, industrialization, immigration, reform movements, and development in law, family, recreation, race, and labor.

321 – The Progressive Era (3)

A survey of the first quarter of the twentieth century; covers reform efforts, and World War I, as well as developments in law, recreation, race, business, and labor.

331 – History of Ancient Greece (3)

Greek history from Mycenae and Homer to the Hellenistic kingdoms; emphasis on primary source criticism.

332 – History of Ancient Rome (3)

Mythic origins of the city to the barbarian invasions; emphasis on primary source criticism.

334 – Early Modern European Women's History

Explores key areas of European women's lives, including family life, religion, sexuality, and witchcraft, from 1300-1700

335 – The Renaissance (3)

Provides an in depth look at the intellectual, political, social and artistic developments in Europe known as the Renaissance.

336 – The Reformation (3)

Provides an in depth look at the religious, intellectual, and social developments of the sixteenth and seventeenth centuries.

341, 342 – Europe in the Middle Ages (3, 3)

First semester, conversion of Constantine to the last Viking raids; second semester, Investiture crisis to the Italian Renaissance.

349 – History of the British Isles (3)

Ireland, England, and Wales from prehistory to the 20th century, emphasizing interaction of cultures in the British Isles and throughout the British Empire.

353, 354 – History of France (3, 3)

First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to de Gaulle.

356 – History of Germany (3)

From the early nineteenth century to the present, with emphasis on the era of Bismarck, World War I, the Weimar Republic, the Third Reich, and the Cold War.

357, 358 – History of Russia (3, 3)

First semester, Kiev, Muscovy, and Imperial Russia to 1856; second semester, the last Romanovs, Revolution, and Soviet Period.

360 – History of Spain (3)

The history of Spain and its political, economic, and social evolution.

361, 362 – History of Latin America (3, 3)

First semester, native cultures, Spanish conquest, and colonial institutions; second semester, nineteenth and twentieth centuries.

364 – History of Japan (3)

Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of Japan to world power.

365, 366 – History of China (3, 3)

Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of modern nationalism, Maoist period.

367 – History of Modern Korea (3)

Social, political, and intellectual developments from 1860 to the present.

371, 372 – European Diplomatic History (3, 3)

First semester, development of the modern state system from the Thirty Years War to the middle of the nineteenth century; second semester, from the unification of Germany through the two World Wars to the Cold War.

375 – Military History (3)

The art of war and its impact on society from the seventeenth century to the present; analysis of military developments in terms of organization, technology, and strategy.

377 – The Second World War, 1939-1945 (3)

In-depth study of the origins, conduct, and consequences of the war with emphasis on its political, diplomatic, economic, and military aspects.

380 – United States Since 1945 (3)

Emphasis on major issues of the postwar era, including the Cold War, McCarthyism, civil rights movement, Vietnam, black militancy, and feminism.

381 – Europe Since 1945 (3)

From the end of the Second World War to the present with emphasis on the origins of the Cold War, national developments, the Common Market, colonial independence movements, and the collapse of the Soviet empire.

382 – Far East Since 1945 (3)

Cultural, social, economic, and political developments in modern China, Japan, and Korea with emphasis on relations of those countries with United States and Russia.

390 – The United States and Vietnam (3)

Political, diplomatic, military, economic, and cultural study of Vietnam and of the United States' role in Indochina.

416 – American Legal History (3)

A study of politics, society, and economics through the mirror of law. Covers such issues as property, the family, and the legal profession.

417 – American Constitutional History (3)

Major cases, questions, and issues from the revolutionary period through the twentieth century.

420 – The Great War, 1914-1918 (3)

A seminar that views this conflict, the defining event of the 20th century, from the perspective of the war's origins, its political and military leadership, the various land and sea campaigns, war poetry, the war's cultural legacy, the role of women, and peacemaking.

421 – Nazi Germany (3)

A seminar that looks at German history from 1933-1945, including the origins of Hitler's regime, his political, economic and diplomatic revolution after 1933, the causes of the 1939 war, the campaigns of World War II, the Holocaust, war crimes, and continuing Nazi legacy.

422 – 20th Century American Presidents (3)

Investigates American chief executives through tumultuous decades of the 20s-60s. The six presidencies investigated vary; however, there are always three from the democratic party and three from the republican party.

431 – The World of Late Antiquity (3)

The Mediterranean world in a period of military collapse, barbarian invasion, intellectual revolution, and religious ferment.

435 – Daily Life in Early Modern Europe (3)

This class will explore the daily life of ordinary people in Europe during the early modern period (1350-1700), examining topics such as childbirth, literacy, disease, sexuality, and work.

444 – American Slavery (3)

Analysis of slavery in America from its African origins to its demise during the Civil War, examining the institution from various perspectives including law, economics, sociology, literature, politics, race, and gender.

451 – Anglo-Saxon England (3)

England from the 5th- century migrations of Angles and Saxons to the Norman Conquest, with special emphasis on cultural history and source analysis.

455 – Forgery and History (3)

Investigates circumstances and consequences of forgery in its historical context from the Hellenistic period (3rd century BCE) to the 20th century.

462 – Women in Latin America (3)

This class will attempt to provide a broad picture of the role of women in Latin American society from the preconquest period to the present. We will examine major themes in women's and social history from sexuality to economic development and assess the complex interaction of race, class, and gender in the evolution of women's role in Latin America.

471 – Special Studies in History (3)

Prerequisite: junior or senior status and History 299 or permission of the instructor. Seminars on topics of particular historical importance. See Schedule of Courses each semester.

485 – Historical Research (3)

Prerequisite: senior status and faculty approval of research topic. Capstone research and writing course involving the in-depth investigation of a subject under close supervision by a member of the department.

486 – Historical Research Abroad (3)

Prerequisite: senior status and faculty approval of research topic. Alternative capstone research and writing course involving the in-depth investigation of a subject in foreign archives under close supervision by a member of the department.

491 – Individual Study (3)

Prerequisite: permission of the instructor. Individual investigation of a subject of historical significance, directed by a member of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. No more than 3 credits may be counted in the major.

INTERDISCIPLINARY

These courses, designed to illustrate the interrelatedness of human knowledge, are taught by faculty members from several disciplines.

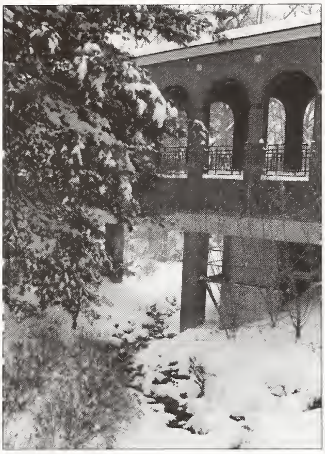
Interdisciplinary Course Offerings

200 – All-College Seminar (3)

This is a writing intensive and discussion intensive course that stresses critical thinking and good writing. It focuses on either the theme of progress or the theme of equality, and it explores the theme in both a historical and contemporary context, using multi-disciplinary texts and videos.

201 – The Creative Process in Art and Literature (3)

Focusing on the universal impulse of human creative expression, this course addresses the connection of memory, observation, and analogical thinking in the generation of fine and literary art. Students learn about conceptualization, technical vehicles, and fluency through experimentation in both visual image-making and creative writing. By being exposed to historical examples of creative individuals and movements, the student develops an understanding of the relationship between creative formulation and the standards for critical judgment. The common spark that ignites inspiration in art and literature becomes the issue in discussions of artists who also write and writers who also make fine art.



202 – Introduction to Women's Studies (3)

This course explores questions about sex and gender roles and conceptions of male/female experience. It uses texts and videos from several disciplines, sometimes supplemented by guest lectures.

203 – Introduction to Ethnic Studies (3)

This course introduces students to the study of ethnicity in the United States through analysis of the historical experiences of ethnic groups and examination of the origins, nature, dynamics, and complexity of ethnic identification and relations.

204 – International Cinema (3)

Study of the development of world cinema from the late nineteenth century to the present.

275 – Hitler and the Holocaust: Psychology of Evil (3)

This course offers students the chance to learn from a range of textual sources about possibly the most horrendous events in human history. Basic historical and biographical narratives are used to establish the essential events. Then interpretations from psychobiography and psychohistory are studied for possible answers to such questions as these: How did some of the most brilliant minds of a generation become insidiously infected, while others were able to resist? What is there to prevent the same situation from recurring today?

300 – Interdisciplinary Topics (3)

Topics offered under this heading are designed to supplement and enhance the programs of various departmental majors. Technical Writing, 300A(cross-listed as English 306B), is particularly appropriate for students majoring in business, the sciences, and mathematics. It stresses the use of clear, straightforward prose and gives students practice in modes of writing appropriate to their professional interests.

301 – Sport Psychology (3)

Prerequisite: Psychology 100. This course investigates the application of psychological principles to sport and sport performance.

330 – Freud, Feminism, and MSconstructions of Women (3)

Prerequisites: Psychology 100 and sophomore classification. The evolution of Freudian thought and the interplay between it and feminism.

350 – Study Abroad (1–6)

Interdisciplinary study of a selected area abroad, combining lectures, readings, discussion, and experiential learning.

491 – Individual Study (1–3)

Prerequisite: Permission of the instructor. This individual study is only available for students who have an approved Special Major Program. Individual investigation of a subject appropriate to the special major, directed by a member of the faculty. The registration form must be signed by both the directing faculty member and the official advisor of the student's special major.

491 – Internship (1–6)

Prerequisite: Permission of the instructor. This individual study is only available for students who have an approved Special Major Program. Internship appropriate to the special major, directed by a member of the faculty, following the internship guidelines of the College. The registration form must be signed by both the directing faculty member and the official advisor of the student's special major.

INTERNATIONAL AFFAIRS

Department of Political Science and
International Affairs

John M. Kramer, *Chair and Career Advisor*

Faculty

Distinguished Professor
John M. Kramer

The International Affairs Program

The interdisciplinary major program in International Affairs is designed to provide the student with a broad knowledge of the contemporary international system as well as with specific expertise in a given geo-graphic area and/or academic discipline. To this end, the major combines required courses that examine international affairs from a variety of disciplinary perspectives (i.e., economics, geography, history, and political science) with related field courses that permit students to pursue in depth their particular geographical and/or disciplinary interests. Students majoring in International Affairs have ample opportunities to pursue internships with the numerous governmental agencies and private "think tanks" located in Washington, D.C., which focus on different aspects of contemporary international economic, political, and social issues.

Career opportunities for the major in International Affairs range from such traditional areas as work with government or private agencies engaged in research on foreign policy or intelligence issues to such new and rapidly expanding areas as employment with multinational corporations or international banking institutions.

Requirements for the Major

Thirty-nine (39) credits, to include Political Science 321, 350, 356; Economics 382 or 384; History 372; Geography 338; additional 21 credits to be chosen by student and advisor from the following disciplines: Economics, French, Geography, German, History, Italian, Political Science, Russian, Spanish.

Additional Foreign Language Requirement: Option A—completion of two languages through the intermediate level. Option B—at least six credits in one language at the advanced level.

International Affairs Course Offerings

471 – International Affairs Seminar (3)

Intensive reading and group discussion of selected topics in international affairs.

491 – Individual Study in International Affairs (3)

Directed individual research on approved problems in international affairs.

499 – Internship (Credits variable)

Supervised off-campus experience. Up to 6 credits can be applied to major.

ITALIAN

Department of Modern Foreign Languages

James Gaines, *Chair*
Clavio F. Ascari, *Career Advisor*

Faculty

Professor
Clavio F. Ascari

The Program in Italian

Through courses in Italian, students gain proficiency in understanding, reading, writing, and speaking this language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in Italian. The program is complemented by courses on literature, culture, and civilization, some of which are taught in English, to give students with different backgrounds an opportunity to benefit from these offerings.

Any student may use Italian to satisfy the College's general education requirement for proficiency in a foreign language. A special major in Italian Studies is possible for students who wish to make application. Double majors are possible, and non-majors may also enter the language program. Students have the opportunity to reside in a campus residence area in which Italian is spoken, and which sponsors a variety of activities. The resident program coordinator is always a native speaker of Italy. Graduates in Italian Studies may pursue careers in fields in which knowledge of this language and culture is essential, including interpreting, translating, research, art history, music, fashion, design, historic preservation, and international business.

The college has a four week, six credit, interdisciplinary summer program in Italy in collaboration with the University of Urbino.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Italian Course Offerings

101, 102 – Beginning Italian (3, 3)

Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate Italian (3, 3)

Grammar review, reading, oral work, laboratory use.

291, 292 – Studies in Language (3, 3)

Reading, conversation, and composition in Italian with emphasis on communication and analysis of language through lectures and discussions.

300 – Topics in Italian Culture (3)

Important literary works and authors, ideas, movements, and institutions in Italian culture.

316 – Society and Civilization (3)

Literary, social, and cultural history of the Italian people from the Renaissance to the 20th century.

373 – Nineteenth-Century Literature (3)

Includes Manzoni, Foscolo, Leopardi, D'Annunzio, Verga, Pascoli, Carducci, Nievo.

381, 382 – Modern Italian Literature (3, 3)

From Pirandello to Montale; prose and poetry of Gozzano, Svevo, Ungaretti, Moravia, Carlo Levi, Cardarelli, Palazzeschi, Buzzati, Silone, and others.

383 – Modern Italian Literature (3)

A study of modern Italian works, including selections from Ungaretti, Moravia, Carlo Levi, Buzzati, Silone, Pasolini, Calvino, and others.

395 – Italian Literature in Translation: Dante's Divine Comedy (3)

Taught in English. A thorough study of the Divine Comedy in its historical and cultural background.

396 – Italian Literature in Translation: Masterpieces of the Renaissance (3)

Taught in English. A study of major Renaissance authors. Petrarch, Boccaccio, Cellini, Ariosto, Castiglione, Tasso, Machiavelli, etc.

491, 492 – Individual Study (3, 3)

Intensive study of one or more authors selected by student in consultation with advisor.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

LATIN

Department of Classics, Philosophy, and Religion

Craig R. Vasey, *Chair*
Liane R. Houghtalin, *Career Advisor*

Faculty

Assistant Professors
Liane R. Houghtalin
Joseph M. Romero

The Program in Latin

The study of Latin is an appropriate complement to any major in the liberal arts or sciences, and any student may use Latin to satisfy the College's general education requirement for proficiency in a foreign language. Students wishing to major may choose a concentration in Latin within the Classics major. The College is a member of the Intercollegiate Center for Classical Studies in Rome, and students who major in Latin are encouraged to apply to its program; some financial aid is available.

While some majors include teacher licensure in their schedule, others combine their concentration in Latin with a second major in a related field such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating. In recent years, Latin majors have been unusually successful in obtaining high school teaching positions and in gaining admission to graduate and professional schools.

Requirements for Latin Concentration in Classics Major

Thirty (30) credits including Classics 101, Latin 430, at least fifteen additional credits in Latin courses beyond the intermediate level, and at least nine credits in approved courses relating to Classical Civilization. Approved courses are any upper-level Latin course; any Greek course; any Classics course; Art History 114, 310, 311; Classics-Philosophy-Religion 299; Classics-Philosophy-Religion 301, 302, 331 (all with permission); English 319, 320; History 331, 332; Italian 395; Philosophy 201, 310, 311; Religion 206, 211, 231 (with permission), 306, 331 (with permission), 341 (with permission).

Latin Course Offerings

101, 102 – Elementary Latin (3, 3)

Essentials of Latin grammar and composition; introduction to translating Latin literature.

201, 202 – Intermediate Latin (3, 3)

Prerequisite: Latin 102, two units of secondary school instruction in Latin, or placement by departmental exam. Continued study of Latin grammar and composition, and readings from Latin prose and/or poetry.

Prerequisites for all 300- and 400-level Latin courses:

Latin 202, four units of secondary school instruction in Latin, or placement by departmental exam.

305, 307 – Survey of Latin Literature I, II (3, 3)

Survey of Latin literature from the earliest inscriptions to the end of secular Roman writing. Introduction to materials and methods for the study of classical literature. May be taken in either order.

352 – Roman Drama (3)

Selected plays of Plautus, Terence, and/or Seneca.

353 – Cicero (3)

Readings selected from Cicero's letters, orations, and/or philosophical works.

354 – Lyric and Elegiac Poetry (3)

Readings from Catullus, Propertius, and Tibullus.

355 – Roman Historical Writing (3)

Selected readings from Roman historians.

356 – Virgil (3)

Readings from the Eclogues, Georgics, and/or Aeneid.

357 – Horace (3)

Readings from the Odes and Epodes.

358 – Ovid (3)

Selected readings from Ovid's poems.

430 – Advanced Latin Grammar (3)

A study of the finer points of Latin grammar in depth, with composition in the Latin language. Required of all Classics majors concentrating in Latin.

432 – Roman Philosophical Thought (3)

Readings from Lucretius and/or Seneca.

434 – Roman Satire (3)

Readings selected from the satires of Horace and/or Juvenal.

451, 452 – Special Studies in Latin Literature (3, 3)

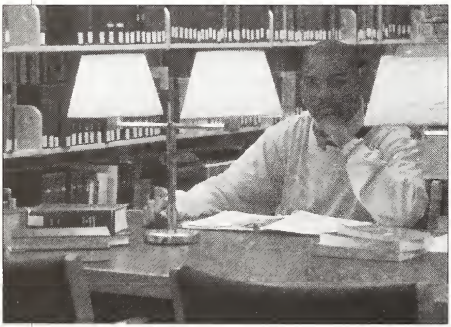
Reading and study of individual Latin authors or literary genres. By permission of the Classics faculty.

491, 492 – Individual Study in Latin (1–3)

Individual study under the direction of a member of the staff. By permission of the Classics faculty.

LIBERAL STUDIES

Patricia Tracy, *Assistant Dean of Academic Services for B.L.S. Program*



Bachelor of Liberal Studies Courses

100 – Orientation (1)

An introduction to the B.L.S. program, study skills, time management, and library use. Open only to B.L.S. students.

101 – Portfolio Development (1)

Techniques for identifying, defining, and presenting experiential learning for assessment. Open only to B.L.S. students.

LIBRARY SCIENCE

Faculty

LeRoy S. Strohl, III, *Library Director*
James E. Bales, *Reference and Humanities Librarian*
Laurie Preston, *Reference and Natural Sciences & Business Librarian*
Carolyn S. Parsons, *Reference and Social Sciences Librarian*
Rebecca E. Elswick, *Collection Development*
Donna K. Hudgins, *Serials*
Charles D. Balthis, *Cataloger*
Bob Grattan, *Systems*
Timothy L. Newman, *Assistant Systems/Reference*
Brenda D. Sloan, *Special Collections*

Library Science Instructional Program

Convinced that the library is an integral part of the College's educational program, the library faculty offers a wide variety of services to develop students' competence in library use and their understanding of the increasingly complex world of information. These programs include assistance to classes on research projects, classroom instruction in the use of automated information retrieval systems, specialized departmental instruction and individual patron assistance. To help students use resources effectively, the library staff has produced a web-based information literacy and library skills tutorial that is used in English 101 and by others needing an introduction to Simpson Library.

Library Science Course Offerings

101 – Library and Internet Resources (1)

Introduction to college library resources with emphasis on techniques of research, particularly on the World Wide Web. Students learn the basics of library and information literacy and become proficient in finding, using, and evaluating information in both print and electronic formats.

LINGUISTICS

Department of English, Linguistics, and Speech

William Kemp, *Chair*
Judith A. Parker, *Career Advisor*

Faculty

Associate Professors
Christina Kakavá
Judith A. Parker

Instruction in Linguistics

Courses in linguistics offer the student an understanding of the fundamental structure and processes of language, and a focus on how we use language in different forms of communication from infant babbling to conversation and literature. Linguistics courses are a valuable complement to any major that deals with language, literature, the human mind and cognition, sociology, or education.

Linguistics Course Offerings

101 – Introduction to Linguistics (3)

Introduction to fresh perspectives on linguistic theory and applications. The course focuses on such diverse topics as animal communication, child language acquisition, human speech, language variation and change, and language as human interaction.

202 – Cross-Cultural Communication (3)

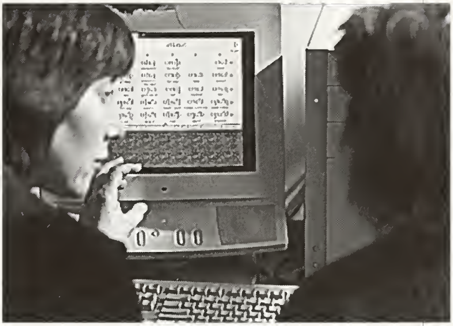
This course explores the dynamic interaction of language and culture across cultures. Topics will include conversational style, miscommunication, silence, indirectness and politeness, and conflict and argument in cross-cultural communication settings involving both Western and non-Western languages and cultures.

251 – Issues in Linguistics (3)

Significant topics in linguistics. Specific topics vary.

301 – Introduction to Psycholinguistics (3)

Prerequisite: Linguistics 101. An introduction to the mental and biological systems that enable human beings to communicate with language. Topics in psycholinguistics include the biological evolution of language, child language acquisition, speech and language processing, bilingualism, aphasia and dyslexia.



302 – Introduction to Sociolinguistics and Anthropological Linguistics (3)

Prerequisite: Linguistics 101. The course examines the relationship between language and society. At the micro level, the emphasis is on social interaction and the ways language reflects and shapes class, culture, gender, ideology, and conversational style. At the macro level, topics include language maintenance and shift; multilingualism; language variation; language, racism and ethnicity; and language and education.

305 – Linguistics and Text (3)

Prerequisite: Linguistics 101. The application of linguistic methods and theories to the analysis of texts in English.

375 – Special Studies (3)

Prerequisite: Linguistics 101 or permission of instructor. Studies of significant topics in linguistics. Consult schedule of courses for specific topic.

470 – Seminar in Linguistics (3)

Prerequisite: Linguistics 101 and a 300-level linguistics course or permission of the instructor. Advanced work in selected topics in linguistics.

491, 492 – Individual Study in Linguistics (3)

Individual study under the guidance of a member of the staff. By permission of the department. Only three credits may be counted toward the English major.

499 – Internship (1–6)

Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

MATHEMATICS
Department of Mathematics

J. Larry Lehman, *Chair*
Janusz Konieczny, *Career Advisor*

Faculty

Professors
- J. Larry Lehman
- Stephen L. Lipscomb
- Marie P. Sheckels

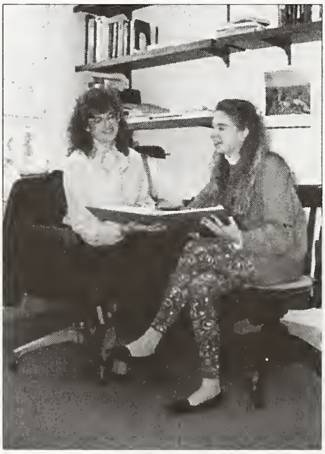
Associate Professors
- Yuan-Jen Chiang
- Manning G. Collier
- Debra L. Hydorn
- Janusz Konieczny
- Suzanne Sumner

Instructor
- Jeffrey L. Edmunds

Senior Lecturers
- Patricia M. Dean
- Betty P. Durrer

The Mathematics Program

The interests and expertise of the mathematics faculty cover a broad range of mathematical areas, including algebra, analysis, topology (modern geometry), discrete mathematics (mathematics of computer science), number theory, statistics, and applied mathematics. With this spectrum of faculty knowledge, the student is afforded an opportunity to learn the contemporary view of mathematics. Inside the classroom, student comprehension is the main concern of the faculty. Outside the classroom, the faculty provides regular office hours for personal instruction.



Courses in mathematics vary from the theoretical to the applied. Thus, a major in mathematics can be a foundation for a career in industry, government, teaching, or the pursuit of a higher degree in graduate school. The department faculty encourages double majors, giving students entrance to a wide variety of fields upon graduation.

Mary Washington College hosts a chapter of Pi Mu Epsilon, a national honorary mathematics fraternity, and a chapter of the Mathematical Association of America. The Oscar Schultz Award in Mathematics is offered to a junior or senior in the department.

Qualified mathematics majors having at least a 3.5 GPA in mathematics courses and an overall GPA of at least 3.0 may graduate with Honors in Mathematics by completing a directed study which culminates in an approved Honors thesis. Senior majors who anticipate seeking Honors must write a proposal with the aid of a faculty advisor and present it to the department for approval.

Requirements for the Major

A total of thirty-six (36)credits is required. Twenty-seven credits must be from mathematics courses at the 300- or 400-level (except 499) and must include Mathematics 325, 431, 441, 471, 472 and either 432 or 442. The additional nine credits may be from any of the following: any mathematics course numbered above 207 except 499; any computer science course numbered 220 or above, except 499; any physics course above 104, except 499; Philosophy 306.

Mathematics Course Offerings

110 – Finite Mathematics with Applications (3)

Includes topics such as sets, logic, probability, statistics, and counting. Other topics are at the discretion of the instructor. Designed for the non-major.

111 – Precalculus (3)

Emphasis on elementary functions including rational, exponential, logarithmic and trigonometric functions. Designed for students who intend to take calculus.

115 – Introduction to Mathematical Modeling (3)

Emphasis on environmental issues such as population growth, pollution, natural disasters, epidemics, genetics, and patterns in nature. Mathematical topics include linear functions, linear regression, curve fitting, probability models, and difference equations.

121 – Calculus I (3)

First course in calculus. Includes functions, limits, derivatives, and applications. May include some proofs.

122 – Calculus II (3)

Prerequisite: Mathematics 121. Includes antiderivatives, definite integrals and their applications, the fundamental theorem of calculus, derivatives and integrals of inverse functions, and techniques of integration. (Prospective majors should complete this course before the fall of their sophomore year.)

125 – Introduction to Discrete Mathematics (3)

An introduction to topics which may include logic, methods of proof, counting techniques, mathematical induction, relations, functions, and sets. (Prospective mathematics majors should take this course during their freshman year. Also listed as Computer Science 125.)

200 – Introduction to Statistics (3)

First course in statistical methods. Includes descriptive and inferential techniques and probability, with examples from diverse fields. Topics vary with instructor and may also include sampling methods, regression analysis, and computer applications.

204 – Mathematical Concepts and Methods I (4)

Prerequisite: Education 203. Mathematical concepts and methods of teaching for the elementary school. Topics include number systems and their properties, problem solving, and topics in number theory. Course intended for students certifying to teach grades PreK-6. Significant field experience required. (3 lecture credits, 1 practicum credit).

205 – Selected Topics in Mathematics (3)

Opportunity for additional study of lower-level topics in mathematics.

207 – History of Mathematics (3)

Prerequisite: Mathematics 121. The history of mathematics begins with the early numbering systems and mathematics of the Egyptians and the Babylonians. The course then turns to the Greeks and their emphasis on logical deduction and geometry. The Arabs develop algebra in the Middle Ages, and calculus is created during the Age of Reason. The development of individual branches of mathematics then is studied (probability, number theory, non-Euclidean geometry, set theory, and topology). The course ends with the Computer Age and implications for the future.

210 – Intermediate Statistics (3)

Prerequisite: Mathematics 200. Second course in statistical methods. Includes one-way and higher ANOVA, multiple regression, categorical data analysis, and nonparametric methods with examples from diverse fields. Topics vary with instructor and may also include time series and survival analysis.

223 – Calculus III (3)

Prerequisite: Mathematics 122. Includes parametric equations, polar coordinates, improper integrals, l'Hôpital's rule, sequences, and infinite series.

224 – Multivariable Calculus (3)

Corequisite: Mathematics 223. Includes vectors in two- and three-dimensional space, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, and line integrals.

300 – Linear Algebra (3)

Prerequisite: Mathematics 122 and 125. An introduction to linear algebra. Usually includes matrix algebra, systems of equations, vector spaces, inner product spaces, linear transformations, and eigenspaces. (Mathematics majors should take this course concurrently with Mathematics 223.)

312 – Differential Equations (3)

Prerequisite: Mathematics 122. Ordinary differential equations which may include Laplace transformations, linear differential equations, applications, approximations, and linear systems of equations.

315 – Advanced Calculus (3)

Prerequisite: Mathematics 223. Topics vary at the discretion of the instructor but include the implicit and inverse function theorems.

321 – Number Theory (3)

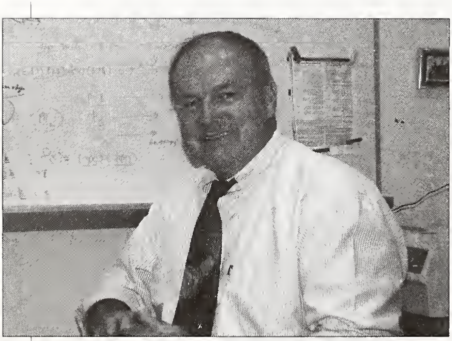
Prerequisite: Mathematics 125. An elementary, theoretical study of the properties of the integers.

325 – Discrete Mathematics (3)

Prerequisite: Mathematics 125. Includes topics such as discrete probability, graphs, recurrence relations, topics from number theory, semigroups, formal languages and grammars, finite automata, and Turing machines.

351, 352 – Numerical Analysis (3, 3)

Prerequisites: Mathematics 300 or Mathematics 312 or Computer Science 220. Numerical methods applied to solutions of equations, interpolation, differentiation, integration, and solutions of differential equations and linear systems. Only in sequence.



372 – Non-Euclidean Geometry (3)

Prerequisite: Mathematics 300. Axiomatic development of non-Euclidean geometry.

381, 382 – Probability and Statistical Inference (3, 3)

Prerequisite: Mathematics 223. An introduction to probability theory and calculus-based statistics including probability distributions of discrete and continuous random variables, functions of random variables, methods of estimation, and statistical inference. Only in sequence.

412 – Complex Variables (3)

Prerequisite: Mathematics 471. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings and applications. (Highly recommended for students planning on graduate school.)

431, 432 – Abstract Algebra (3, 3)

Prerequisite: Mathematics 300. Mathematical systems including groups, rings, fields, and vector spaces. Only in sequence.

441, 442 – Topology (3, 3)

Prerequisite: Mathematics 300 or 325; 431 is also a prerequisite for 442. Includes topics from point-set topology (connectedness, compactness, and continuity) and combinatorial/algebraic topology (simplicial complexes, homotopy, and homology). Only in sequence.

461 – Topics in Mathematics (3)

Prerequisite: Permission of instructor. Topics such as advanced topology, partial differential equations, optimization, Fourier series, advanced complex variables, ring theory, and modeling. May be taken up to three times for credit.

471, 472 – Real Analysis (3, 3)

Prerequisite for 471: Mathematics 223 and 300. Corequisite for 472: Mathematics 224. A rigorous, real analysis approach to the theory of calculus. Only in sequence.

491, 492 – Directed Study (1-3, 1-3)

Prerequisite: Departmental permission. Individual study beyond the scope of normal course offerings, done under the direction of a faculty member. May lead to graduation with Honors in Mathematics.

499 – Internship (credits variable)

Supervised off-campus experience, developed in consultation with the department. Does not count in the major program.

MODERN FOREIGN LANGUAGES

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Marie A. Wellington, *Career Advisor–French*
Sammy R. Merrill, *Career Advisor–German*
Clavio F. Ascari, *Career Advisor–Italian*
Elizabeth M. Lewis, *Career Advisor–Spanish*

Faculty

Distinguished Professor
- Sammy R. Merrill, *German*

Professors
- Clavio F. Ascari, *Italian*
- James F. Gaines, *French*
- Marie A. Wellington, *French*

Associate Professors
- Ana G. Chichester, *Spanish*
- Leonard R. Koos, *French*
- Vera Niebuhr, *German*

Assistant Professors
- Elizabeth M. Lewis, *Spanish*
- Mary F. Yudin, *Spanish*

Instructors
- Carlos Rodriguez-McGill, *Spanish*
- José Ángel Sáinz, *Spanish*

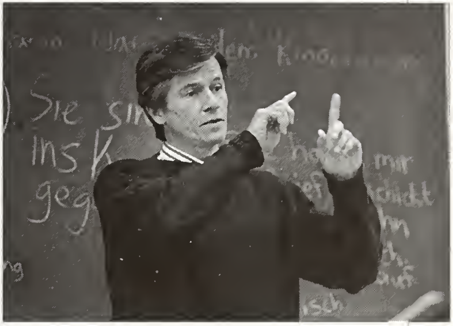
Programs in Modern Foreign Languages

Through courses in French, German, Italian, Russian, and Spanish, the department offers students the opportunity to gain proficiency in understanding, reading, writing, and speaking one or more foreign languages. Laboratory facilities are used extensively to supplement classroom instruction.

Upper-level classes are conducted primarily in the foreign language. Through classroom instruction, individual research, and work in department-sponsored language clubs, students come to know the culture of the people whose language they study. Through internships, students work directly in language-related professions.

Within the major in Modern Foreign Languages, the department offers concentrations in French, German, and Spanish. Students may also request a special major in Italian Studies. Double major in a foreign language and another discipline are possible. Non-majors may also take advantage of the language program.

The department provides students an opportunity to reside in campus residence areas in which the foreign language is spoken and which sponsor various inter-cultural programs each year. Currently each language area has as its resident program director a native speaker of that foreign language. The French section runs an exchange program with the University of Valenciennes which allows a senior French major to teach in France for a year.



The department offers the following summer programs: French language and culture in Les Sables d'Olonne, France (4 weeks, in collaboration with West Virginia University), German language and culture in Rosenheim, Germany (3 weeks); Italian culture and art in Urbino, Italy (4 weeks); and Spanish language and culture in Mérida, Mexico (3 weeks). In addition, the department cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill department requirements.

Graduates in Modern Foreign Languages may pursue careers in government or in private fields in which the knowledge of a foreign language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Modern Foreign Language Course Offerings

201 – World Literature in Cultural Context (3)

World literature in context—an introduction to literature from Western and non-Western perspectives. Themes and literary techniques from a variety of authors. In English.

Other Modern Foreign Language courses are listed separately under a heading for each language. See: *French, German, Italian, Russian, Spanish.*

MUSIC

Department of Music

Patricia P. Norwood, *Chair and Career Advisor*

Faculty

Distinguished Professor
James E. Baker
Professors
Martha V. Fickett
David J. Long
Patricia P. Norwood
Assistant Professor
Stephen J. Burton
Craig T. Naylor

The Program in Music

The Department of Music is an accredited member of the National Association of Schools of Music. The Department of Music offers courses for both the music major and for students whose primary interests are in other disciplines. Required courses in the music major are presented sequentially; these courses are also available to the non-music major if taken in sequence.

The major program in music includes intensive study in music theory, music history, and performance. As in all liberal arts programs, the emphasis is on broad coverage rather than specialization, although specialization is possible through careful selection of elective courses, independent study projects, and internships. The major program in music prepares students for graduate study as well as for careers in the performing arts, public school teaching, and many other areas. Some graduates of the program elect to pursue professions outside of music.

The music department's Pollard Hall was completely renovated in 1994. It includes a center which supports instructional technology and also houses the department's collections of sound and video recordings, scores, and books. Pollard Hall also houses an electronic music laboratory, a class piano laboratory, and practice and rehearsal facilities. The music building includes a recital hall, which accomodates solo and small ensemble performances; large ensembles perform in the College's Dodd Auditorium. The department sponsors chapters of Mu Phi Epsilon, the international professional music fraternity, and the Music Educators National Conference. The music department presents a wide variety of public musical performances throughout the academic year. Students and faculty appear in general recitals, senior and faculty recitals, and perform with the College-Community Symphony Orchestra, the MWC Chorus, Show Choir, the Fredericksburg Singers, the Women's Chamber Chorale, the Symfonics, the MWC Jazz Ensemble, the Flute, Clarinet, String and Brass Ensembles, the Wind and Percussion Ensemble, and the Old World Consort. Both major and non-major students and faculty also join together frequently to perform chamber music. The department and the College also sponsor visiting performers and lecturers in recitals, concerts, and masterclasses.

The music department offers individual instruction in all wind, string, and keyboard instruments and voice. Admission is based on competitive auditions. A maximum of 12 credits in individual instruction and 10 credits in performing ensembles may be counted toward the minimum 122 credits required for a degree. Students should balance their total program before exceeding these limits.

Students planning to major in Music should take Music Theory 181 (Music Theory I) and 285 (Skill Development I) in their first semester. Students should also audition for individual study in their performance area (instrument or voice) and for admission to a musical ensemble.

Incoming prospective majors also may audition in the winter months for the Aurelia B. Walford Scholarships, awarded to outstanding performers.

Requirements for the Music Major

Forty (40) credits in Music including Music Theory 181, 281, 285, 286, 381, 382, 385, 386, 481, and 490; Music History and Literature 275, 376, and 377; plus nine more credits in Music courses above the 100-level (performance requirements may be included).

Additional Major Requirements: All music majors are required to study in their major performance area for a minimum of 4 semesters. Majors must also participate for 4 semesters in a performing ensemble or serve as an accompanist for 4 semesters. The music faculty monitors the progress of music majors enrolled in individual instruction through jury examinations in each student's primary performance area. The department also conducts a series of outcomes assessment evaluations at various stages of the program.

Music Education Licensure

Music majors seeking public school teaching licensure in music must obtain a complete outline of requirements for either the "Choral/Vocal," "Band," or "Strings" license in their first semester of attendance at the College. A licensure manual for music majors is available from the music department chairperson. Additionally, concurrent contact must be made with the College's Department of Education registering the intent to seek licensure.

Music Education Course Offerings

359 – Music for the Elementary Classroom Teacher (3)

The objectives and processes of teaching music in the elementary schools with emphasis on music reading, conceptual learning, and teacher competencies. For the non-music major. Offered summers according to demand.

491 – Individual Study in Music Education (2)

Individual study is under the direction of a music department faculty member. Details may be obtained from the chair. Project required. By permission of the department.

499 – Internship in Music Education (1-3)

Supervised off-campus experiences, developed in consultation with the Department of Music and the off-campus agency. By permission only.

Music History and Literature Courses

151 – Great Musical Masterworks (3)

A music literature course which adopts a "great books" approach. The students will study in depth approximately a dozen works, drawn from several periods of music history. The compositions increase in complexity as the semester progresses.

152 – Music and Society (3)

A course which deals with music as a mirror of the times in which it was created. Music to be studied will be chosen for its close association with some of the most profound social issues of Western society. The topics chosen for study will include at least two centuries and two continents.

153 – Women in Opera (3)

A historical survey of opera that focuses on an examination and comparison of the roles of women and their social and economic opportunities. Students learn how the social position of women at the time of the story and in the time of the composition influenced the development of those stories and the musical features of the operas.

154 – Music of Non-Western Cultures (3)

A course which deals with an investigation of the roles of music, its distinguishing features, and performance traditions in eight to ten geographic regions. The examination of the diffusion and assimilation of cultural elements allows students to learn the essential aspects of each of the cultures under consideration and to appreciate how they differ from a Western perspective.

261 – Topics in Vocal Music (3)

Exploration of specific topics chiefly in the vocal idiom. Topics vary. Either a genre study within an era or over several eras, or

an examination of works of a similar style and/or different styles within an era or over several eras, or special emphasis on a composer or group of composers within an era or over several eras.

262 – Topics in Instrumental Music (3)

Exploration of specific topics chiefly in the instrumental idiom. Topics vary. Either a genre study within an era or over several eras, or an examination of works of a similar style and/or different styles within an era or over several eras, or special emphasis on a composer or group of composers within an era or over several eras.

275 – Music History I (3)

Prerequisite: Music Theory 281 or permission of instructor. A study of music history from its beginnings through the early Baroque era. Emphasis placed on analysis of examples from the major genres of the period and on research techniques.

368 – History of Jazz (3)

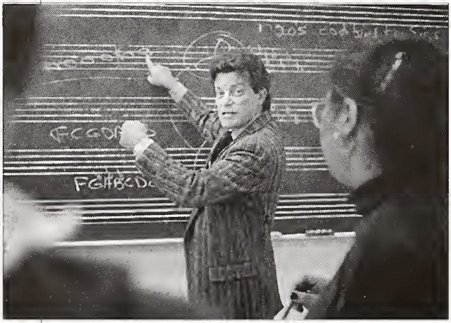
The development of jazz, ragtime, blues, dixieland, boogie-woogie, and later styles, which evolved in the genre.

376 – Music History II (3)

Prerequisite: Music History and Literature 275 or permission of instructor. A study of music history from the middle of the 17th century through the time of Beethoven. Emphasis placed on analysis of examples from the major genres of the period and on research techniques.

377 – Music History III (3)

Prerequisite: Music History and Literature 376 or permission of instructor. A study of music history from the early romantic era to the present time. Emphasis placed on analysis of examples from the major genres of the period and on research techniques.



491, 492 – Individual Study in Music History and Literature (1–3)

Individual study is under the direction of a Music Department faculty member. Details may be obtained from the chair. Project required. By permission of the department.

499 – Internship in Music History and Literature (1-3)

Supervised off-campus experiences, developed in consultation with the Department of Music and the off-campus agency. By permission only.

Music Theory Courses

181 – Music Theory I (3)

Introduction to Music Theory. Basic music vocabulary and sound resources explained. Rhythm, meter, modes, scales, clefs, intervals, notation, acoustics conceptually presented with musical examples.

281 – Music Theory II (3)

Prerequisite: Music Theory 181 or equivalent. Pre-Baroque Music Theory. Principles of counterpoint, 16th century polyphony, evolution of functional harmony and emphasis on the mass and early chorale writing. Analysis emphasized.

285 – Skill Development I (1)

Development and application of fundamental aural and written skills. Includes sight-singing, dictation, keyboard, basic conducting, and beginning improvisation techniques. A companion course to Music Theory 181, which must be taken by music majors with that course.

286 – Skill Development II (1)

Prerequisite: Music Theory 285. Development and application of two to four-part aural and written skills, relating to sixteenth-century polyphony and early chorales. Includes sight-singing, dictation, keyboard and basic conducting. A companion course to Music Theory 281, which must be taken by music majors with that course.

369 – Orchestration (3)

Prerequisite or corequisite: Music Theory 382. Techniques of instrumental scoring considered historically and creatively. Project required.

370 – Introduction to Electronic Music (3)

Prerequisite: Music Theory 181 or permission of instructor. Emphasis on historical developments, current status, physical concepts, language, and compositional techniques as they apply to synthesized music. Project required.

381 – Music Theory III (3)

Prerequisite: Music Theory 281 or equivalent. Baroque Music Theory. Explores major-minor tonality, figured bass, 7th chords, cadence formulae, modulations, and progressions as exemplified in period pieces. Analysis emphasized.

382 – Music Theory IV (3)

Prerequisite: Music Theory 381 or equivalent. Classic-Romantic Music Theory. Harmonic syntax and structure of the Post-Baroque; includes altered chords advanced tonality and form. Analysis emphasized.

385 – Skill Development III (1)

Prerequisite: Music Theory 286. Develop-ment and application of three- and four-part aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvisational techniques. A companion course to Music Theory 381, which must be taken by music majors with that course.

386 – Skill Development IV (1)

Prerequisite: Music Theory 385. Continuing development and application of aural and written skills. Includes sight-singing and dictation. Keyboard experiences are emphasized, as well as basic conducting and improvisational techniques. A companion course to Music Theory 381, which must be taken by music majors with that course.

481 – Music Theory V (3)

Prerequisite: Music Theory 382 or equivalent. Contemporary Music Theory. Theoretical developments and analytical techniques of twentieth-century music, both tonal and atonal.

483 – Music Composition (3)

Prerequisite or corequisite: Music Theory 481. A study of compositional techniques focusing on selected style periods, featuring both large and small models. Creative project required.

490 – Music History-Theory Seminar (3)

Prerequisite or corequisite: Music Theory 481, Music History and Literature 377. Analysis from an historical and theoretical perspective.

491, 492 – Individual Study in Music Theory (1-3)

Individual study is under the direction of a Music Department faculty member. Details may be obtained from the chair. Project required. By permission of the department.

499 – Internship in Music Theory(1-3)

Supervised off-campus experiences, developed in consultation with the Department of Music and the off-campus agency. By permission only.

Music Performance Courses

201, 202 – Class Voice I, II (1, 1)

Class instruction through the intermediate performance level. Emphasis on the fundamentals of vocal technique through performance. Foundational experience appropriate for continued private voice study. Audition required for placement.

201, 202 – Class Voice III, IV (1, 1)

Class Diction is a comprehensive study applying the standard international phonetic alphabet to the diction of Italian and German (MUPR 203) and English and French (MUPR 204).

205, 206, 207 – Class Piano I, II, III, (1, 1, 1)

Class instruction for beginners through the intermediate level. 205 and 206 deal with fundamental performance techniques. The ability to read music is anticipated. 207 emphasizes musical expression and preparation for private piano study. Audition required for placement.

225 – Class Percussion (1)

Beginning group study in performance techniques of percussion instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

301 – Voice (1)

Prerequisite: placement audition. One half-hour lesson per week.

305 – Piano (1)

Prerequisite: placement audition. One half-hour lesson per week.

309 – Harp (1)

Prerequisite: placement audition. One half-hour lesson per week.

310 – Organ (1)

Prerequisite: placement audition.

One half-hour lesson per week.

311 – Flute (1)

Prerequisite: placement audition. One half-hour lesson per week.

312 – Oboe (1)

Prerequisite: placement audition. One half-hour lesson per week.

313 – Clarinet (1)

Prerequisite: placement audition. One half-hour lesson per week.

314 – Bassoon (1)

Prerequisite: placement audition. One half-hour lesson per week.

315 – Saxophone (1)

Prerequisite: placement audition. One half-hour lesson per week.

321 – French Horn (1)

Prerequisite: placement audition. One half-hour lesson per week.

322 – Trumpet (1)

Prerequisite: placement audition. One half-hour lesson per week.

323 – Trombone/Euphonium (1)

Prerequisite: placement audition. One half-hour lesson per week.

324 – Tuba (1)

Prerequisite: placement audition. One half-hour lesson per week.

325 – Percussion (1)

Prerequisite: placement audition. One half-hour lesson per week.

331 – Violin (1)

Prerequisite: placement audition.

One half-hour lesson per week.

332 – Viola (1)

Prerequisite: placement audition. One half-hour lesson per week.

333 – Cello (1)

Prerequisite: placement audition. One half-hour lesson per week.

334 – Contrabass (1)

Prerequisite: placement audition. One half-hour lesson per week.

335 – Guitar (1)

Prerequisite: placement audition. One half-hour lesson per week.

341 – Chorus: MWC Chorus (1)

Treble voices performing representative repertoire of all periods of music. Open by audition.

341 – Chorus: Fredericksburg Singers (1)

Mixed voices performing representative repertoire of all periods of music. Open by audition. A cooperative venture with local community musicians.

341 – Chorus: Show Choir (1)

Mixed voices performing music of the Broadway stage combining singing and dancing. Open by audition.

342 – Orchestra (1)

Opportunity to study and perform selected repertoire representative of the literature written for orchestra. Open by audition. A cooperative venture with local community musicians.

344 – Instrumental Ensemble (1)

Opportunity to study and perform specialized repertoire. Open by audition. Jazz Ensemble, Flute, Clarinet , Brass , Wind and Percussion, and String Ensemble.

347 – Choral Conducting (3)

Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of choral conducting, including score reading, score analysis, and program planning.

348 – Instrumental Conducting (3)

Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of instrumental conducting, including score reading, score analysis, and program planning.

401 – Voice (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

405 – Piano (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

409 – Harp (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

410 – Organ (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

411 – Flute (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

412 – Oboe (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

413 – Clarinet (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

414 – Bassoon (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

415 – Saxophone (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

421 – French Horn (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

422 – Trumpet (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

423 – Trombone/ Euphonium (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

424 – Tuba (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

425 – Percussion (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

432 – Violin (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

432 – Viola (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

433 – Cello (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

434 – Contrabass (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

435 – Guitar (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

491, 492 – Individual Study in Music Performance (1-3)

Individual study is under the direction of a music department faculty member. Details may be obtained from the chair. Project required. By permission of the department.

499 – Internship in Music Performance (1-3)

Supervised off-campus experiences, developed in consultation with the Department of Music and the off-campus agency. By permission only.

PHILOSOPHY
Department of Classics, Philosophy,
and Religion

Craig R. Vasey, *Chair*
Craig R. Vasey, *Career Advisor*

Faculty

Professor
Craig R. Vasey
Associate Professors
David K. Ambuel, *Kurt F. Leidecker Chair of Asian Studies*
Mehdi Aminrazavi, *Kurt F. Leidecker Chair of Asian Studies*
Instructor
Li-Hsiang Lee

The Philosophy Program

The discipline of philosophy has been shaped by an intellectual and historical tradition that began some 2500 years ago in Greek culture. "Philosophy" literally means "love of wisdom." It is the systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more.

The problems and materials of philosophy are drawn from every aspect of our lives and experience, and its deliberations extend to every subject admitting of disciplined reflection. Students majoring in philosophy will develop knowledge of the history and current state of Western philosophy, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. A philosophy major develops a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications. These virtues make philosophy especially good preparation for responsible citizenship and positions of leadership.

Philosophy Major Requirements

Students wishing to major in Philosophy may choose from two concentrations: the Philosophy major, or the Pre-Law Concentration in Philosophy, which offers special preparation for students considering a career in law or related fields.

1. Requirements for the Philosophy major:

Ten courses (30 credits) including PHIL 201, 202; one course from PHIL 301, 302, or 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); one course from the Social and Political Philosophy set (PHIL 100, 211, 220, 320, 350); five additional courses in Philosophy, at least three of which must be at the 300- or 400-level. With the approval of the major advisor, one of the following may be allowed: CPRD 299, CPRD 331, LATN 432, RELG 306, RELG 314, RELG 317, RELG 331, RELG 341.

2. Requirements for the Pre-Law Concentration in Philosophy:

Ten courses (30 credits) including PHIL 100, 151, 201, 202, 320; two of PHIL 301, 302, 303; one course from the Twentieth Century Philosophy set (PHIL 342, 343, 405, 407, 450); two additional courses in Philosophy at the 300- or 400-level. With the approval of the major advisor, one of the following may be allowed: CPRD 299, CPRD 331, LATN 432, RELG 306, RELG 314, RELG 317, RELG 331, RELG 341. Successful completion of LATN 202 (intermediate Latin) or an upper-level LATN course.

Majors in Philosophy with an interest in graduate studies are especially urged to achieve competence in Greek, Latin, French or German, and to take at least one course in Logic. Students with a 3.5 g.p.a. in Philosophy may pursue graduation with Honors by writing a thesis in their senior year.

Philosophy Course Offerings

100 – Individual and Community (3)

Through a close reading of Plato's Republic, supplemented by accompanying readings, small tutorial groups will read, write, and talk about specific issues that interest them. Among potential questions are the characteristics of a good person, of a good society, and of the best government; whether certainty is possible for human beings; and whether some things are more real than others.

102 – Ideas and Culture: The Philosophical Tradition (3)

A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Classics-Philosophy-Religion 102.

151 – Introductory Logic (3)

Basic principles of analytical reasoning and the appraisal of arguments. Among the topics covered are symbolic language, translation, and methods of formal proof including propositional calculus and first order predicate calculus.

201 – Ancient Greek Philosophy (3)

Selected works by ancient Greek philosophers, including the presocratics, Plato, and Aristotle.

202 – Early Modern Philosophy (3)

Rationalism and Empiricism. Selected works by such modern philosophers as Descartes, Spinoza, Locke, Leibniz, and Berkeley.

211 – Ethical Studies (3)

The status and justification of moral judgments, and the reasons behind disagreements in moral issues.

220 – Introduction to Feminism (3)

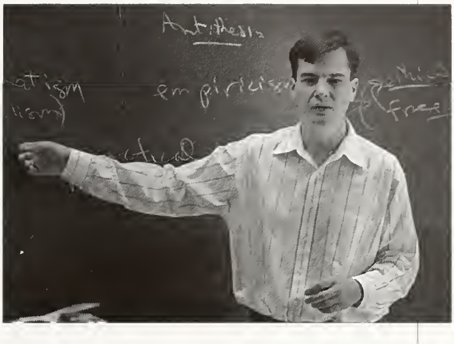
Introduction to feminism as a philosophical movement of the 20th century. Study of historical predecessors (Mill, Marx, deBeauvoir), the dominant theoretical orientations (liberal, radical, psychoanalytic, standpoint, postmodern), and implications of this movement for philosophy and other disciplines.

244 – Philosophy of Science (3)

Prerequisite: Completion of Lab Science General Education requirement. An examination of the philosophical issues raised and illustrated in both scientific theory and practice.

301 – Medieval Philosophy (3)

Prerequisite: PHIL 201. A survey of philosophical thought in the Jewish, Christian and Islamic traditions.



302 – Hume and Kant (3)

Prerequisite: PHIL 202. A study of the major works and influence of Hume and Kant.

303 – Hegel, Marx, and Nietzsche (3)

Prerequisite: PHIL 202. A study of European philosophical developments of the 19th century.

306 – Advanced Logic (3)

Prerequisite: PHIL 151 or six credits in mathematics. Theory of formal systems; applied criteria of consistency, completeness, and quantification; other topics in symbolic logic.

310 – Plato (3)

Prerequisite: PHIL 201. Close study of selected works by Plato and scholarship on Plato.

311 – Aristotle (3)

Prerequisite: PHIL 201. Close study of selected works by Aristotle and scholarship on Aristotle.

318 – Philosophy of Religion (3)

Philosophical examination of such topics as the relationship between faith and reason, the existence and non-existence of god, life after death, mysticism, and miracles. Cross-listed as RELG 318.

320 – Philosophical Problems of Law (3)

Central issues in the philosophy of law, including justice, liberty, punishment, responsibility, and the definition of law; discussion of the relation of theoretical questions to contemporary legal issues.

342 – Phenomenology (3)

The basic concepts and arguments of both transcendental and existential phenomenology, from central works of Husserl and Heidegger.

343 – Existentialism (3)

Critical study of major works of Heidegger, deBeauvoir, and Sartre.

350 – Feminist Theory and Philosophy (3)

Prerequisite: PHIL 202 or 220. In-depth study of philosophical issues in feminism and implications of feminist theory for epistemology, metaphysics, ethics, and philosophy of science.

354 – Philosophy of Education (3)

Historical and contemporary philosophical examination of the goals and methods of education.

405 – Freud (3)

Prerequisite: PHIL 201 or 202. Theoretical papers from among Freud's metapsychological works.

407 – Analytic Philosophy (3)

Prerequisites: PHIL 201 and 202. Study of the history, development and some central writings of Frege, Russell, Wittgenstein, Quine and others.

450 – Seminar in Twentieth Century Philosophy (3)

Prerequisite: PHIL 202. Intensive examination of a selected author, problem or movement of the twentieth century.

481 – Readings in Philosophy (3)

Discussion of philosophical literature in a field selected by the philosophy faculty after consultation with students.

491, 492 – Individual Study (3–6)

Tutorial under the direction of a member of the staff. By permission of the philosophy faculty. Mandatory for students pursuing the degree with honors in philosophy.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the philosophy faculty.

Joint Course Offerings Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)

The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as CLAS 101.

102 – Ideas and Culture: The Philosophical Tradition (3)

A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as PHIL 102.

103 – Ideas and Culture: The Religious Tradition (3)

Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as RELG 103.

299 – Mysterium Humanum Studies (3)

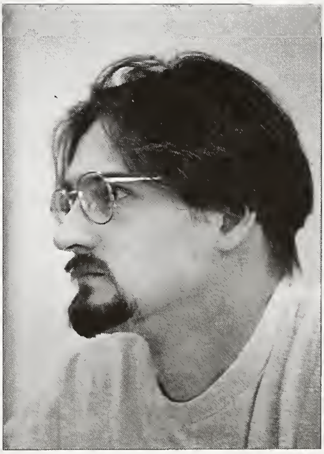
Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, and Slavery.

301, 302 – Studies in Ancient Languages (3, 3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.



PHYSICAL EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Chair, Career Advisor*

Faculty

Professors

Edward H. Hegmann, *Director of Athletics*
Roy M. Gordon, *Associate Director of Athletics*

Associate Professors

Deborah A. Conway
Kurt M. Glaeser
Dana Sue Hall
Thomas F. Sheridan
David S. Soper

Assistant Professor

Matthew A. Kinney

Senior Lecturers

Todd Helbling
Brad Holdren
Robert E. Liebau, *Athletic Trainer*
David V. Nulanz, *Athletic Trainer*
Rebecca A. Timmins
Cindy Vander Berg
Rodrick L. Wood

The Physical Education Program

Participation in physical activities, including physical education classes, recreational programs, and intercollegiate athletics, is an essential part of the educational experience at Mary Washington.

The center for all indoor health, physical education, and recreation is Goolrick Hall. A modern 74,000 square-foot building, it has courts for basketball, badminton, volleyball, handball/racquetball, two dance studios, a 6-lane, 25-yard swimming pool, a weight training room, classrooms, and an auxiliary gym for individual exercise and recreation. The outdoor facilities include fields for baseball, soccer, lacrosse, field hockey, flag football, softball, and rugby, running trails, an 8-lane, 400-meter Rubaturf track, and a 12-court lighted tennis complex.

Physical education courses include history, rules, and basic techniques in individual and team sports. Riding courses are available for credit but require a special fee.

All Physical Education courses (except 314 and 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 122 credits required for graduation. If two sections of the same course are taken in one semester, only one will count toward degree requirements.

Physical Education Course Offerings

102 – Basketball: Men (1)

Course includes history, rules, and basic techniques of basketball.

104 – Basketball: Women (1)

Course includes history, rules, and basic techniques of basketball.

105 – Volleyball (1)

Course includes history, rules, and basic techniques of volleyball.

110 – Individual Exercise: Weight Training (1)

Course includes basic techniques of weight training.

111 – Individual Exercise: Aerobics (1)

Course involves individual and group aerobic exercise instruction and participation.

112 – Individual Exercise: Step Aerobics (1)

Course includes individual and group step aerobic exercise instruction and participation.

113 – Individual Exercise (1)

Course includes personal program of individual exercises.

116 – Swimming (1)

Course includes basic techniques of swimming.

117 – Swimming: Non-Swimmers (1)

Course includes basic techniques of swimming.

123 – Soccer (1)

Course includes history, rules, and basic techniques of soccer.

132 – Tennis (1)

Course includes history, rules, and basic techniques of tennis.

134 – Tennis/Badminton (1)

Course includes history, rules, and basic techniques of tennis and badminton.

145 – Adaptive Aerobics (1)

For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

146 – Adaptive Individual Exercise (1)

For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise.

147 – Elementary Position and Control in Riding (1)

Designed for those who have never ridden hunt seat. General handling of the horse, basic terminology; riding at the walk, trot, and canter, using elementary aids.

148 – High Elementary Position and Control in Riding (1)

Designed for those who have limited experience in riding or those who have taken 147. Review of 147; introduction of soft contact and jumping over low fences on loose reins.

248 – Intermediate Position and Control in Riding (1)

The beginning of soft, precise controls; coordination of the rider's aids with the horse's efforts. Continuation of jumping fundamentals and crest release; work over simple courses.

302 – Basketball: Men (1)

Prerequisite: Physical Education 102. Advanced instruction in basketball.

304 – Basketball: Women (1)

Prerequisite: Physical Education 104. Advanced instruction in basketball.

305 – Volleyball (1)

Prerequisite: Physical Education 105. Advanced instruction in volleyball.

310 – Individual Exercise: Weight Training (1)

Prerequisite: Physical Education 110. Advanced instruction in weight training.

311 – Individual Exercise: Aerobics (1)

Prerequisite: Physical Education 111. Advanced instruction in aerobics.

312 – Individual Exercise: Step Aerobics (1)

Prerequisite: Physical Education 112. Advanced instruction in step aerobics.

313 – Individual Exercise (1)

Prerequisite: Physical Education 113. Advanced instruction in individual exercise.

314 – Lifeguard Training (1)

Teaches individuals skills, procedures, and philosophies associated with lifeguarding. Students become aware of common hazards in aquatic environments; learn to recognize victims in distress or drowning situations; establish an awareness of the responsibilities of a lifeguard; and develop speed, endurance, and technique in swimming and lifeguarding skills. May not be repeated for additional credit.

316 – Swimming (1)

Prerequisite: Physical Education 116. Advanced instruction in swimming.

317 – Swimming: Non-Swimmers (1)

Prerequisite: Physical Education 117. Advanced instruction for the non-swimmer.

318 – Water Safety Instruction (1)

Trains instructor candidates to teach the American Red Cross water safety courses. Topics include course planning and organization, ensuring safety of participants, skill development sessions, familiarization with textbooks and instructors' manuals, practice teaching assignments, American Red Cross operational policies and procedures. May not be repeated for additional credit.

323 – Soccer (1)

Prerequisite: Physical Education 123. Advanced instruction in soccer.

332 – Tennis (1)

Prerequisite: Physical Education 132. Advanced instruction in tennis.

334 – Tennis/Badminton (1)

Prerequisite: Physical Education 134. Advanced instruction in tennis and badminton.

345 – Adaptive Aerobics (1)

Advanced instruction for handicapped students. Prerequisites: Physical Education 145, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities.

346 – Adaptive Individual Exercise (1)

Advanced instruction for handicapped students. Prerequisites: Physical Education 146, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in individual exercise.

348 – Advanced Equitation, Schooling, and Competition (1)

Prerequisite: One year of riding at Mary Washington or demonstration of thorough understanding of the forward school of riding. Preparation of student horses for competition; schooling of green horses, reschooling of problem horses; preparation of IHSA open riders for competitions.

349 – Physical Education for the Elementary Teacher (3)

Movement skills for children; includes movement exploration, creative rhythms, folk dance, games, and self-teaching for physical fitness. Does not satisfy the physical education general education requirement.

400 – Intercollegiate Baseball (1)

Participation on Intercollegiate Men's Baseball Team.

403 – Intercollegiate Basketball: Men (1)

Participation on Intercollegiate Men's Basketball Team.

404 – Intercollegiate Basketball: Women (1)

Participation on Intercollegiate Women's Basketball Team.

406 – Intercollegiate Cross Country: Men (1)

Participation on Intercollegiate Men's Cross Country Team.

407 – Intercollegiate Cross Country: Women (1)

Participation on Intercollegiate Women's Cross Country Team.

408 – Intercollegiate Women's Field Hockey (1)

Participation on Intercollegiate Women's Field Hockey Team.

410 – Intercollegiate Lacrosse: Men (1)

Participation on Intercollegiate Men's Lacrosse Team.

411 – Intercollegiate Lacrosse: Women (1)

Participation on Intercollegiate Women's Lacrosse Team.

412 – Intercollegiate Riding (1)

Participation on Intercollegiate Riding Team.

413 – Intercollegiate Soccer: Men (1)

Participation on Intercollegiate Men's Soccer Team.

414 – Intercollegiate Soccer: Women (1)

Participation on Intercollegiate Women's Soccer Team.

417 – Intercollegiate Rowing: Men (1)

Participation on Intercollegiate Men's Rowing Team.

418 – Intercollegiate Rowing: Women (1)

Participation on Intercollegiate Women's Rowing Team.

422 – Intercollegiate Softball (1)

Participation on Intercollegiate Women's Softball Team.

428 – Intercollegiate Swimming: Men (1)

Participation on Intercollegiate Men's Swimming Team.

429 – Intercollegiate Swimming: Women (1)

Participation on Intercollegiate Women's Swimming Team.

431 – Intercollegiate Tennis: Men (1)

Participation on Intercollegiate Men's Tennis Team.

432 – Intercollegiate Tennis: Women (1)

Participation on Intercollegiate Women's Tennis Team.

482 – Intercollegiate Track: Men (1)

Participation on Intercollegiate Men's Track Team.

483 – Intercollegiate Track: Women (1)

Participation on IntercollegiateWomen's Track Team.

484 – Intercollegiate Women's Volleyball (1)

Participation on Intercollegiate Women's Volleyball Team.

PHYSICS

Department of Physics

George King, III, *Chair and Career Advisor*
Bulent I. Atalay, *Career Advisor*

Faculty

Professors
- Bulent I. Atalay
- George King, III

Assistant Professor
- Susan C. Matts

The Physics Program

The study of physics provides a basis for understanding the fundamental laws of the physical universe. The ideas of physics underlie other natural sciences and are essential to the applied sciences and engineering. The Mary Washington College physics program has as its focus the presentation of the theoretical and empirical concepts and techniques of a wide range of physical phenomena. The program meets the needs of students who will become specialists in the field, as well as those who have an interest in physics as part of their general education.

The physics curriculum offers a well-rounded view of contemporary physics. A strong core of courses in theoretical physics is augmented by laboratory experiences and practical computational techniques. Seniors may participate in undergraduate research which could result in presentations at national conferences. Qualified seniors earning Honors in Physics must register for four credits of Individual Study each semester and a copy of their thesis must be submitted to the library.

A chapter of the national Society of Physics Students and its honorary society, Sigma Pi Sigma, sponsors guest speakers and field trips to national laboratories and conferences. The Mary Washington College chapter has been recognized by SPS for the wealth of activities in which it has been involved.

Physics is a good major program for students interested in challenging, exciting, and productive careers. Physics careers cover many fields, such as basic research, space and earth sciences, engineering, environmental science, medicine, industry, education, communications, publishing, and consulting, as well as non-technical fields. Graduates of Mary Washington College have gone on to successful careers in many of these fields.

Requirements for the Physics Major

Forty (40) credits including Physics 105, 106, 211, 321, 322, 331, 332, 384, 411, 412, and 482; Mathematics 223 and 312 (Physics 317 may substitute for either mathematics course).

Physics Course Offerings

101, 102 – General Physics (4, 4)

An introductory course focused on the fundamentals of physics. Primarily for non-science majors. Emphasis is on building concepts and applying principles to make quantitative measurements. Among the topics covered are classical mechanics, thermodynamics, electricity and magnetism, optics, and the rudiments of modern physics. Facility with algebra and trigonometry is required. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

103, 104 – Elementary Astronomy (3, 3)

Historical introduction, description of the solar system, stars, galaxies, and the universe as a whole, and their properties, together with the rudiments of physics underlying these subjects.

105, 106 – University Physics (4, 4)

Corequisites: Mathematics 121 for Physics 105, and Mathematics 122 for Physics 106. Primarily for science students. Covers essentially the same topics as Physics 101, 102, with more mathematical rigor. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

110 – Physics of Music (3)

An introductory course exploring the mechanics of sound, the perception and measurement of sound, and the acoustics of the musical instruments. Facility with algebra and trigonometry is required.

211 – Modern Physics (3)

Prerequisites: Mathematics 122 and Physics 106; or permission of the instructor. Foundations of quantum mechanics, atoms with one electron, multielectron atoms, molecules, solid state physics, the special theory of relativity.

312 – Nuclear Physics (3)

Prerequisites: Physics 105 and Mathematics 122. Nuclear structure, static and dynamic properties of the nucleus. Radioactive decay, the Bateman Equations, mass parabolas, transition rates, and the machines of nuclear physics.

317 – Methods of Mathematical Physics (3)

Prerequisite: Physics 106 and Mathematics 122; or permission of the instructor. Development of applied mathematical tools needed in the study of mechanics, fluid dynamics, electromagnetism, statistical mechanics and quantum mechanics; for example, vectors and matrix algebra, vector calculus, selected differential equations and orthogonal functions, complex numbers, Fourier series, probability methods, numerical and computer methods.

321, 322 – Classical Mechanics (3, 3)

Prerequisites: Physics 105 and Mathematics 223; Corequisite: Mathematics 312. Kinematics and dynamics of mass particles, systems, conservation laws, Lagrange and Hamiltonian methods, Hamilton's equations of motion. Only in sequence.

331, 332 – Electricity and Magnetism (3, 3)

Prerequisites: Physics 106 and Mathematics 223; Corequisite: Mathematics 312. Maxwell's equations, electromagnetic waves and their properties, and the special theory of relativity. Only in sequence.

383 – Electronics (4)

Prerequisite: Physics 106. Basic concepts of DC and AC circuit theory, experiments using semiconductors, transistors, and operational amplifiers, and (time permitting) basic digital circuit theory. Lecture and laboratory.

384 – Advanced Physics Laboratory (4)

Prerequisite: Physics 211. Recommended: Physics 392. Experiments relevant to atomic physics, nuclear physics, physical optics, acoustics, etc.

392 – Optics (4)

Prerequisite: Physics 106. Introduction to topics in geometrical and physical optics, e.g., reflection, refraction, superposition, interference, diffraction, polarization, laser systems, and holography. Laboratory.

401 – Thermodynamics and Statistical Mechanics (3)

Prerequisite: Physics 106. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase, and the statistical properties of thermodynamic systems.

411, 412 – Quantum Mechanics (3, 3)

Prerequisites: Physics 211 and Mathematics 223 and 312. Schrödinger's equation, harmonic oscillator, matrix formulation of quantum mechanics, angular momentum and scattering theories, perturbation theory, rudimentary relativistic quantum mechanics. Only in sequence.

462 – Advanced Nuclear Physics (3)

Prerequisite: Physics 312. A research course in theoretical nuclear physics.

471 – Selected Topics in Physics (3)

Several topics taught in rotation: (A) solid state physics; (B) particle physics; (C) general relativity. May be repeated for credit.

482 – Physics Seminar (1)

A capstone course for senior physics majors only, except by permission of department. Students conduct research and give oral presentations on selected topics in physics.

491, 492 – Individual Study (1–4)

Open to junior and senior physics majors. Four credits when taken for Honors in Physics.

499 – Internship (Credits Variable)

Supervised off-campus experience, developed in consultation with the department.

POLITICAL SCIENCE

Department of Political Science and International Affairs

John M. Kramer, *Chair*
Richard J. Krickus, *Career Advisor*

Faculty

Distinguished Professors
John M. Kramer
Associate Professors
Victor A. Fingerhut
Curtis R. Ryan
Assistant Professors
Stephen J. Farnsworth
Elizabeth M. Freund
Michele L. Swers

The Political Science Program

Political Science, the study of how various political systems work, offers courses ranging from urban politics and government to international politics. The department also provides many outlets through which students can gain practical knowledge of the field, including visits to Virginia's state capital and to Washington, D.C., internships in governmental offices, and involvement in major political events, such as the United Nations' student conference. Political Science is a good background for a career in law, urban planning, teaching, government, and private enterprise; it also lends itself to further study in graduate school.

Requirements for the Major

Thirty-six (36) credits including Political Science 101, 102, 201, 301, 302, 321, 441, 442; Twelve additional credits in Political Science (excluding 499). Political Science 101-102 is a prerequisite to all Political Science courses.

Political Science Course Offerings

101 – Introduction to Political Science (3)

Survey of the basic concepts and theories of political science, including comparative analysis of political institutions and ideologies.

102 – Introduction to International Relations (3)

Survey of major issues in international politics and foreign affairs, with emphasis on global awareness of states, regions, and politics in the international system.

201 – American Government (3)

Principles of Political Science as applied to American national government.

202 – American Public Policy (3)

A study of selected issues in public policy, including those related to the economy, health care, poverty, education, and the environment.

291 – Research and Writing in Political Science (3)

Principles of research and writing techniques for political science.

301 – Comparative Government of Western Europe (3)

Comparative analysis of the governments of the United Kingdom, France, and Germany.

302 – The Politics of Soviet Successor States (3)

A comparative analysis of politics in Soviet successor states and the legacy bequeathed to them by communist rule in the U.S.S.R.

304 – Contemporary American Politics (3)

In-depth analysis of selected problems in contemporary American politics.

311 – Congress and the Political Process (3)

Analysis of the contemporary role of Congress in its relation to the Presidency, the federal bureaucracy, and pressure groups.

312 – The American Presidency (3)

Analysis of the modern Presidency and its role in the American political system.

321 – Theories of International Relations (3)

Analysis of major theories of international relations. Topics include war, peace, international security, political economy, and global institutions such as the United Nations system.

332 – Metropolitan Problems (3)

Analytical study of the problems of American cities and other areas.

334 – Political Parties and Elections in America (3)

Structure and function of political parties; conduct of elections; pressure groups.

350 – Politics of Developing Countries (3)

Analysis of major issues and theories of political development in Latin America, Africa, and Asia, including political modernization and decay, civil society, and North-South relations.

354 – Politics of South Asia (3)

Study of political life in India, Pakistan, Bangladesh, and Sri Lanka.

355 – Politics of the Middle East and North Africa (3)

Study of politics in Iran, Israel, Turkey, and the Arab World. Featured topics may include Islam and politics, nationalism and the impact of Westernization, the Arab-Israeli conflict, and politics in the Persian Gulf.

356 – American Foreign Policy (3)

Problems facing the United States in its search for national security and international stability.

357 – Russian Foreign Policy (3)

Analysis of the foreign policy of post-communist Russia.

360 – Theory and Practice of Revolution (3)

Comparative analysis of theories of revolution and case studies of selected revolutions.

361 – Problems of Communism (3)

Study of the origins, development, and contemporary aspects of world communism.

362 – The Politics of Central and Eastern Europe (3)

Study of political life under both communist and post-communist rule in Bulgaria, the Czech and Slovak Republics, Hungary, Poland, Romania, and the former Yugoslavia.

363 – Mass Media Politics (3)

Study of the role of the mass media in shaping political attitudes and events.

366 – Government and Politics of China (3)

The Study of political and economic development of the People's Republic of China from both historical and conceptual perspectives, including discussion of political and economic reform since 1978, rising differentiation within Chinese society, human rights, and prospects for democracy in China.

367 – East Asia in World Affairs (3)

The role of East Asian countries in international affairs. Special emphasis is placed on the examination of the foreign policies of China and Japan, the development of Greater China, tension on the Korean Peninsula, and cooperation and conflict in the Pacific Rim over national security, trade issues, and human rights.

370 – Women and Politics

Provides an overview of the major debates concerning women and politics. The first section of the course examines the historical evolution of women's participation in American politics from the fight for suffrage through the modern feminist movement. The second part of the course analyzes the experience of women as voters, candidates, and officeholders. Finally, students will evaluate the impact of specific public policies on women. The policy areas investigated will include abortion, welfare, child care, education, and employment issues.

422 – American Civil Liberties (3)

Intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court.

441 – History of Political Thought I (3)

Examination of the contributions of the great political theorists from Plato to Burke.

442 – History of Political Thought II (3)

Examination of the contributions of modern political philosophers.

443 – Modern Political Analysis (3)

Study of the theories and application of modern political analysis.

471 – Political Science Seminar (3)

Intensive reading and group discussion of selected topics in political science.

491 – Individual Study in Political Science (3)

Directed individual research on approved problems in political science.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. No credit can count towards the major.

PSYCHOLOGY
Department of Psychology

Steve R. Hampton, *Chair*
Roy H. Smith, *Career Advisor*
Debra C. Steckler, *Internship Advisor*

Faculty

Distinguished Professor
  Roy H. Smith
Professors
  J. Christopher Bill
  Carole B. Corcoran
  Christopher T. Kilmartin
  B. David MacEwen
  Thomas G. Moeller
  Denis Nissim-Sabat
Associate Professors
  Steve R. Hampton
  Christine A. McBride
  Larry W. Penwell
  Debra C. Steckler
Assistant Professors
  David W. Kolar
  Miriam N. Liss

The Psychology Program

The goal of the psychology major is to provide students with a sound introduction to psychology as a scientific discipline, including both traditional areas and more recent trends and theoretical developments. In addition, students receive extensive training in methodology and statistics. The study of psychology provides an excellent means for developing critical thinking, writing, oral communication and research skills.

Students are exposed to the variety of subject areas that define the field of psychology and are given the opportunity for hands-on, empirical work. Many students work on research teams and do year-long research projects under the direction of an individual faculty member. A variety of internships are offered at local businesses and social service agencies.

Course sequences prepare students for either graduate work in the social sciences or employment immediately after graduation. Employment options include research in various business settings; social work; human resource management; computer applications; and counseling and case management in social service settings like probation and parole, mental retardation, substance abuse, adolescent/adult group homes, and many other mental health settings. The curriculum also provides an excellent preparation for professional school and graduate study in psychology. Courses offered in collaboration with Business Administration provide the opportunity to explore the application of psychological principles and research methods to various work environments for students interested in careers in management, human resources, organizational behavior, organizational development, and industrial/organizational psychology.

The department sponsors a chapter of Psi Chi, the national honorary society in psychology, which annually sponsors an undergraduate research symposium at which students present both course and team research projects. Students are encouraged to be members of the Virginia Psychological Association and present their research at meetings of the Association. Each year the department awards several Minnie Rob Phaup Memorial Scholarships to junior and senior psychology majors, and presents a graduating senior with the Outstanding Senior Psychology Major Award.

Department facilities include microcomputer laboratories for both Windows and Macintosh computers suitable for both general student use as well as for specialized work in cognition, sensation and perception, and physiological psychology; an animal laboratory complete with a vivarium, surgery, shop, and computerized experimental controls; a state-of-the-art computerized video laboratory for studying social, developmental, and group processes; a number of rooms and a variety of equipment suitable for conducting experiments with human participants; facilities for psychological testing; and computerized physiographs for use in experimental and clinical applications.

Requirements for the Major

Thirty-nine (39) credits in Psychology courses, including 100, 261, 360, 362, and 421; and at least one course from each of the following four groupings: (1) 372, 373, 374, 375, 381; (2) 301, 311, 320, 331, 332, 333, 342; (3) 305, 307, 353, 385, 392, 394; and (4) 321, 491 (4 credits over 2 successive semesters), 499, or forty hours of supervised community service.

The community service option includes at least forty hours of volunteer work at an approved community service site or at least twenty hours at each of two sites, and also includes attending one reflection session per site during each semester of service.

Psychology Course Offerings

100 – General Psychology (3)

Fundamental principles of human behavior; history of psychology; research methods; the nervous system; learning; memory; personality; psychological disorders; therapy; social behavior; careers in psychology.

261 – Statistics and Research Methods (4)

Prerequisite: Psychology 100. Introduction to descriptive and inferential statistical methods, including basic ANOVA. Emphasis on parametric tests and correlational methods. Laboratory experience includes data collection, technical writing, problem solving, and use of computer statistical packages.

301 – Social Psychology (3)

Prerequisite: Psychology 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and agression.

305 – Biocognition (3)

Prerequisite: Psychology 100. Introduction to neural models of cognitive processes emphasizing the relations between neural organization and observations of cognitive functioning.

306 – Biocognition Laboratory (1)

Prerequisite: Psychology 100; corequisite Psychology 305. Computer-based applications and tutorials supplementing conceptual themes of Psychology 305, Biocognition.

307 – Computer Applications in the Social Sciences (3)

Prerequisite: Psychology 261. Educational technology, multimedia development, Web page construction, and artificial intelligence.

311 – Abnormal Psychology (3)

Prerequisite: Psychology 100. Various models of psychopathology, history of abnormal psychology, psychological disorders: their causes, and therapies.

315 – Foundations of Clinical Psychology (3)

Prerequisite: Psychology 100. Professional issues in clinical psychology, theories and practices of the major schools of psychotherapy, effectiveness of psychotherapy, community psychology, and primary prevention.

318 – Applied Counseling Psychology (3)

Prerequisites: Psychology 100 and either 311, 315, 320, or 342. Introduction to activities of psychological counselors with a focus on practical experience and skill building. Major emphases on psychological testing and building an effective counseling relationship.

320 – Psychology of Exceptional Children and Youth (3)

Prerequisite: Psychology 100. Cognitive, emotional, behavioral, and physical exceptionalities from infancy through adolescence. Consideration of theories and relevant empirical research.

321 – Practicum in Exceptional Child Psychology (1)

Prerequisite: Psychology 100 and 320. Supervised experience working with exceptional children in local schools and agencies.

331 – Developmental Psychology: The Infant and Child (3)

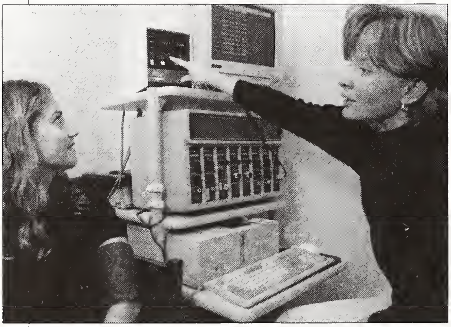
Prerequisite: Psychology 100. Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.

332 – Developmental Psychology: The Adolescent and Adult (3)

Prerequisite: Psychology 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

333 – Psychology of Aging (3)

Prerequisite: Psychology 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.



335 – Applied Child Psychology (3)

Prerequisites: Psychology 100 and 320 or 331. Assessment, therapy, consultation, and prevention techniques as applied to child-clients in schools and clinical settings.

342 – Psychology of Personality (3)

Prerequisite: Psychology 100. Personality structure, dynamics, development, and methods of research.

346 – Forensic Psychology (3)

Prerequsite: Psychology 100. Examination of criminal behavior from a psychological perspective, including causes of criminal behavior, the criminal personality, the relationship between psychology and law, how psychology is applied to legal situations, rehabilitation, and the prediction of dangerousness.

347 – Psychology of Men (3)

Prerequisite: Psychology 100. Impact of sex and gender on male behavior, including models of masculine development. Includes work, physical and mental health, violence, ethnicity, sexuality, and relationships.

349 – Psychology of Human Sexuality (3)

Prerequisite: Psychology 100. Introduction to major areas of investigation concerning human sexuality, including anatomy, physiology, culture, behavior, sexual health, sexual violence, dysfunctions, and therapy.

350 – Psychology of Women (3)

Prerequisite: Psychology 100. Impact of sex and gender on the female experience —individual, interpersonal, and institutional. Includes work, physical and mental health, physical and cognitive ability, social status and empowerment, ethnicity, and sexuality.

353 – Fundamentals of Learning and Motivation (3)

Prerequisite: Psychology 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

360 – Advanced Statistics (3)

Prerequisite: Psychology 261. Introduction to advanced statistical methods, including ANOVA models, specific-comparison tests, post hoc tests, simple multiple regression, and MANOVA. Particular emphasis on computer analyses (SPSS)and carefully written conclusions from statistical results.

362 – Applied Methods (4)

Prerequisite: Psychology 261. Overview of methods common to applied settings. Emphasis on quasi-experimental and correlational methods, including data gathering, analysis, and presentation.

372 – Sensation and Perception (4)

Prerequisites: Psychology 360 and 362. Study of perceptual and sensory systems, with an emphasis on vision and hearing, as well as on psychophysical methods.

373 – Cognitive Psychology (4)

Prerequisites: Psychology 360 and 362. Methodology, research, and theory in the study of human memory, language, and thinking.

374 – Physiological Psychology (4)

Prerequisite: Psychology 360. Exploration of biological bases of behavior and neurological correlates of psychological events.

375 – Experimental Social Psychology (4)

Prerequisites: Psychology 301, 360, and 362. Current theory and research in social psychology with a methodological focus on experimentation, direct and indirect observations, and surveys.

381 – Applied Behavioral Analysis (4)

Prerequisites: Psychology 360 and 362. Empirical and theoretical approaches to the study of the mechanisms of adaptive behavior.

385 – Industrial-Organizational Psychology (3)

Prerequisites: Psychology 261 or Mathematics 200. Behavioral aspects of organizations, presenting concepts, theories, research, and research techniques applicable to people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Business Administration 345.

386 – Human Resources Management (3)

Prerequisites: Psychology 261 or Mathematics 200. Philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. Cross-listed as Business Administration 346.

387 – Organizational Development and Change (3)

Prerequisites: Psychology 261 or Mathematics 200 and either Psychology 301, 385, 386 or Business 303?. System-wide application of behavioral science methods, theories, and accumulated knowledge to the development, change, and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Business Administration 347.

392 – Behavior Genetics (3)

Prerequisites: Psychology 100 and one year of biology. Use of principles of genetic transmission, population genetics, and evolutionary and sociobiological theories in the study of individual differences.

394 – Psychopharmacology (3)

Prerequisites: Psychology 100 and one year of biology or one year of chemistry. Principles of drug action in the body, drug effects on behavior, and the social psychology of drug use.

421 – History of Psychology (3)

Prerequisite: Fifteen hours in Psychology. Survey of historical antecedents of modern psychology.

470 – Seminar in Psychology (3)

Prerequisites: Psychology 100 and courses specified by instructor. Seminar on enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

480 – Selected Topics in Psychology (3)

Prerequisites: Psychology 100 and courses specified by instructor. Enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

490 – Guided Readings in Psychology (1–3)

Prerequisites: Junior standing and twelve credits in psychology beyond Psychology 100. Readings in a specialty area of psychology. Maximum of three credits toward the major; maximum of six credits in Psychology 490 and 491 combined may count toward the major.

491 – Individual Research (variable; maximum of 3 per semester)

Prerequisites: Psychology 360 and 362 or permission of instructor. Empirical investigation and/or theoretical research. Maximum of six credits in Psychology 490 and 491 combined may count toward the major program.

499 – Internship (1–6 credits)

Prerequisites: Junior standing and twelve hours in psychology beyond Psychology 100. Supervised off-campus experience. Prerequisites for specific internships differ. Maximum of three credits toward the major program.

RELIGION

Department of Classics, Philosophy,
and Religion

Craig R. Vasey, *Chair*
James E. Goehring, *Career Advisor*

Faculty

Distinguished Professor
David W. Cain
Professor
James E. Goehring
Associate Professor & Kurt F. Leidecker Chair of Asian Studies
Mehdi Aminrazavi

The Program in Religion

The discipline of religion investigates the religious dimension of human existence throughout history and across cultures. Courses in religion acquaint students with the world's major religious traditions, texts, and figures. Students learn the many ways of studying religion and engage in critical discussion of diverse themes and issues. The small size of the religion program permits personal attention. The major in religion offers a high degree of flexibility, and individual interests are encouraged.

A degree in religion equips students with the tools of a liberal education necessary for many careers. Religion graduates enter the world beyond college with a broad cultural awareness and an ability to engage in dialogue discerningly. They are trained to conduct research, to think critically, and to write and express ideas persuasively. Religion majors have gone on to pursue careers in such fields as public relations, journalism, teaching, service organizations, business, and the arts. The B.A. in religion also prepares students for graduate school or seminary study in religion, as well as for graduate study in other fields such as law and social work.

Honors are awarded in religion on the basis of excellence in religion major course work and in writing a senior thesis in Religion 401 – Guided Research. Internships are available to qualified students. Various courses in other disciplines are accepted towards the religion major which allows students to have an interdisciplinary approach in the formation of their major. Various religion offerings also complement work in American studies, anthropology, classics, drama, English, history, international affairs, philosophy, and psychology, among other disciplines.

Requirements for the Major in Religion

Thirty (30) credits including Religion 101; one course from Religion 103, 117, 201, or 206; one course from Religion 210, 283, 284, or 285; Religion 401; and 18 additional credits chosen from religion courses or Classics-Philosophy-Religion 299, Philosophy 301, Sociology 422. Nine of the additional credits (3 courses) must be at the 300- or 400-level, and two of these must be religion courses (excluding 499).

Prerequisites: All 300- and 400- level religion courses have as a prerequisite any one 100- or 200-level religion course or the permission of the instructor.

Religion Course Offerings

101 – Introduction to World Religions (3)

Survey of the major religions of the world; in particular, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoïsm.

102 – Introduction to the Study of Religion (3)

Examination of the religious dimension of human life, the ways in which it is defined, and the methods by which it is studied.

103 – Ideas and Culture: The Religious Tradition (3)

Study of the religious dimension of Western culture from the beginning of the Roman Empire until today. Cross-listed as Classics-Philosophy-Religion 103.

117 – Introduction to Christian Theology (3)

Christian theology is characterized as a way of seeking to make sense of life in relation to central doctrines and concepts.

201 – Judaism (3)

Historical and religious development of Judaism from biblical times to the present.

205 – Hebrew Bible (3)

Study of the literature, history, and culture of ancient Israel within the broader context of the ancient Near East.

206 – Christian Beginnings (3)

Study of the literature, history, and beliefs of the first Christians within the broader cultural context of the Roman Empire.

210 – Islam (3)

This introductory course examines the Quran, the life of the prophet Muhammad, Islamic law, philosophy, theology, mysticism, and art.

211 – Greek and Roman Religion (3)

The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Classics 211.

231 – Special Studies in Religion (3)

Among topics taught at different times: Current Theological Issues, The Roman Catholic Tradition, World Religions II. Different subjects taught under this course number count as different courses.

270 – Death and Resurrection (3)

Study of different interpretations of gospel accounts of Jesus' death and resurrection in the wider context of ancient Near Eastern thought and of contemporary treatments of the "death and resurrection" theme.

271 – Studies in Faith and Literature (3)

Study of relationships between Christian faith and literary art in contemporary novels, plays, and films.

272 – Studies in Christian Ethics (3)

This course examines relationships between Christian faith and Christian ethics, looking at historical developments and considering such issues as life and death, sexuality, alterity, politics, and ecology.

273 – Studies in Suffering and Evil (3)

Theological, philosophical, and literary investigations in theodicy: "If God is good, whence evil?"

276 – Religion in America (3)

Principal figures, groups, trends, and issues in religion in America from the colonial period to the present.

283 – Hinduism (3)

An introduction to the thought and traditions of Hinduism. Readings from the Vedas, Upanishads, Bhagavadgita, Puranas, and later works.

284 – Buddhism (3)

An introduction to the thought and traditions of Buddhism. Readings from the Dhamapada as well as from various Theravada and Mahayana traditions.

285 – Confucianism and Taoism (3)

An introduction to the Confucian and Taoist thought and traditions of China.

301 – Jesus (3)

Study of selected presentations of Jesus from the first century until today. Emphasis will be gospel traditions and film.

306 – Early Christian Thought (3)

The theology and social world of the early Christian churches in the second through fourth centuries.

313 – 20th-Century European Theology (3)

Persons and problems of European theology from Barth and Bultmann to Moltmann and Jüngel, from liberal to liberation theology.

314 – 20th-Century American Theology (3)

Study of major theological figures and concerns from Niebuhr and Tillich to Cone and McFague.

317 – Religions in Dialogue (3)

If one religion is, in some sense, "true," are other religions rendered "false"? Is it possible to confess the truth of one religion and yet remain appreciatively open to the insights of other religions? This course proposes to work through these and related concerns of our "pluralistic" age.

318 – Philosophy of Religion (3)

Philosophical examination of such topics as the relationship between faith and reason, the existence or non-existence of God, life after death, mysticism, and miracles. Cross-listed as Philosophy 318.

331 – Special Studies in Religion (3)

Among topics taught at different times: Asceticism, Body, and Gender in Late Antiquity; Nineteenth-Century Theology; Gnosticism; Religion and Politics in Islam, Women, Sexuality, and the Western Religious Tradition. Different subjects taught under this course number count as different courses.

340 – Mysticism East and West (3)

Study of the mystical dimensions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism.

341 – Major Religious Thinkers (3)

Among thinkers studied in some depth at different times: Paul, Augustine, Avicenna, al-Ghazzali, Dostoevsky, Kierkegaard, Wiesel. Different figures taught under this course number count as different courses.

400 – Research Seminar: Selected Religious Texts (3)

Prerequisite: Junior or senior status or consent of instructor. In-depth study of selected religious texts chosen by the instructor. Text selection will vary; examples include the Bhagavadgita, Kierkegaard's *Philosophical Fragments* and the Sayings of the Desert Fathers..

401 – Guided Research (3)

Preparation of a senior thesis under the direction of the religion faculty. Choice of topic by student. Capstone course required of all senior majors.

491, 492 – Individual Study (3, 3)

Individual work under the guidance of the religion faculty. By permission of the religion faculty.

499 – Internship (1–6)

Supervised off-campus learning experience, developed in consultation with the religion faculty.

Joint Course Offerings Classics–Philosophy–Religion

101 – Ideas and Culture: The Classical Tradition (3)

The principal intellectual achievements of Periclean Athens and Augustan Rome, with attention to cultural and historical contexts and influences on the development of Western civilization. Cross-listed as Classics 101.

102 – Ideas and Culture: The Philosophical Tradition (3)

A historical introduction to Western civilization's philosophical heritage from Plato to postmodernism. Cross-listed as Philosophy 102.

103 – Ideas and Culture: The Religious Tradition (3)

Select study of the religious dimensions of Western culture from the beginning of the Roman Empire until today. Cross-listed as Religion 103.

299 – Mysterium Humanum Studies (3)

Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, Sex and Society in the West, and Slavery.

301, 302 – Studies in Ancient Languages (3, 3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

RUSSIAN

Department of Modern Foreign Languages

James F. Gaines, *Chair*

The Program in Russian

Course offerings in Russian are designed to make the student conversant in the language. Although the focus is on conversation, there is also emphasis on the development of all four language skills: speaking, listening comprehension, reading, and writing. Laboratory facilities are used to enhance classroom instruction.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Russian Course Offerings

The following courses to be offered only in the 2001-2002 Academic Year.

201, 202 – Intermediate Russian (3, 3)

Prerequisite: Russian 102 or equivalent. Improving functional competence in speaking, listening, reading, and writing. Emphasis on oral communication and cultural knowledge.

491, 492 – Individual Study (3, 3)

Research on advisor-approved topic in language or literature. Not to duplicate any regular course.

SOCIOLOGY

Department of Sociology and Anthropology

Margaret Huber, *Chair*
Joan Toms Olson, Debra J. Schleef, *Career Advisors*

Faculty

Professor
Timothy Crippen
Associate Professor
Joan T. Olson
Assistant Professors
Tracy B. Citeroni
Kristin Marsh
Debra J. Schleef
Instructor
Alejandro Cervantes-Carson

The Sociology Program

Sociology systematically investigates human society and social interaction, seeking to understand patterns of organization and change in a variety of settings.

The sociology major at Mary Washington offers a strong foundation in sociological theory and methods of research. In addition, students take courses to deepen their understanding of socialization, culture, social organization, social change, differentiation, and inequality. Courses focus on such topics as aging, criminology, ethnic and racial relations, family, gender, juvenile delinquency, medicine, occupations and professions, organizations, politics and the state, popular culture, population, religion, and urban life.

Special readings and individual study and research offer students the opportunity to pursue areas of special interest. Supervised internships are available in community agencies and organizations.

The program of study is designed to provide sociology majors with a strong foundation for graduate work in the social sciences, as well as for a variety of careers, including elementary and secondary teaching, social services, public policy formulation, public administration, urban planning, and research in both public and private agencies, including private industry and the allied health professions.

Requirements for the Sociology Major

Thirty-six (36) credits, including Sociology 100, 200, 364, 365, 471 or 472, and twenty-one (21) additional upper-level Sociology credits excluding internships (a maximum of six of these credits may be in 300- and 400-level Anthropology courses) which must include at least one course selected from each of three groupings: Socialization and Culture (Sociology 334, 351, 403, 411, 422, approved Sociology 488, Anthropology 322, approved Anthropology 371); Social Organization and Social Change (Sociology 313, 314, 331, 332, 341, 342, 343, 442, approved Sociology 488, approved Anthropology 371); and Differentiation and Inequality (Sociology 300, 304, 315, 352, 415, 421, 432, approved Sociology 488, Anthropology 312, approved Anthropology 371). Note: Mathematics 200 is a prerequisite for Sociology 364 (Quantitative Research Methods & Analysis) and must be taken prior to enrolling in this course.

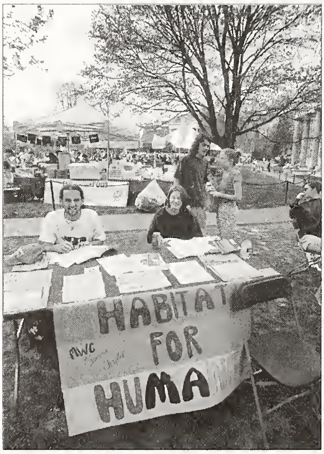
Sociology Course Offerings

100 – Social Problems (3)

Sociological perspectives for analyzing social problems such as economic inequality, race relations, and crime. Emphasis varies by instructor.

200 – Principles of Sociology (3)

An introduction to the nature and scope of sociology, emphasizing the development and uses of basic concepts, theories, and methods of inquiry. Emphasis varies by instructor.



300 – Sociology of Aging (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories of aging, societal attitudes, demographic and status changes, family relationships, and institutionalization of aged persons.

304 – Social Stratification (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of inequality in society. The nature and consequences of social stratification and power in modern society.

313 – Urban Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Problems of city growth and living; the influence of social, cultural, and ecological factors upon social organization, power relations, and everyday social relationships in urban areas.

314 – Population Trends (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Global and national demographic trends and their sociological correlates. Special emphasis on topics such as economic development, migration patterns, and resource utilization.

315 – Gender and Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological study of gender differentiation in American society, with an emphasis on major social institutions and social change.

331 – The Family (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Historical changes in American patterns of marriage, divorce, and childrearing; social class, racial, and ethnic variation; and alternative family forms.

332 – Introduction to Social Welfare (3)

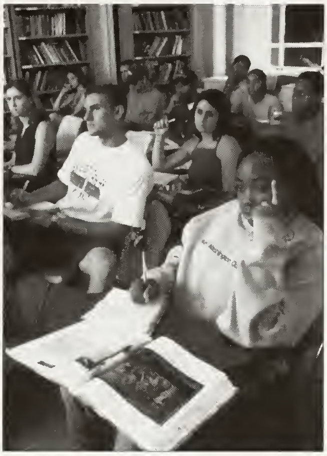
Prerequisite: Sociology 100 or 200 or permission of instructor. The history, philosophy, and institutionalization of social welfare; social work as a profession, methods, and policies.

334 – Medical Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of instructor. The relationship of disease and health to social structure and culture. Organizational and role analysis of the medical care industry, various allied health professions, and alternative approaches to coping with health and illness.

341 – American Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Study of



selected issues in contemporary American society.

342 – Sociology of Work: Occupations and Professions (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of major occupational groups; special emphasis on professions and executive roles; relationship of occupations to other aspects of society; the growth of leisure.

343 – Organizations and Environments (3)

Prerequisite: Sociology 100 or 200 or permission of instructor. The major theoretical and empirical developments in the field of organizational research in the sociological tradition: bureaucratic; scientific management; human relations; feminist and critical perspectives.

351 – Juvenile Delinquency (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. The development of the concept of juvenile delinquency. The extent and nature of delinquent behavior and efforts at explanation and control.

352 – Criminology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Causal theories and descriptive research on adult crime; survey of the American criminal justice system.

364 – Quantitative Research Methods and Analysis (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor, and Math 200. Quantitative sampling and study design, questionnaire construction and administration, analysis of survey data with emphasis on cross-classification, correlation, or regression techniques.

365 – Qualitative Research Methods and Analysis (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Introduction to qualitative sociological research methods, including participant observation, interviewing, and narrative analysis. Students will engage in independent research to gather and analyze qualitative data.

403 – Individual and Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Research and theory addressing the relationship between the individual and society.

411 – Popular Culture (3)

Prerequisite: Sociology 100 or permission of the instructor. Traditional sociological conceptions of popular culture as well as recent theoretical interventions and studies of everyday life, gender, social class, and race and ethnicity from feminist studies, American studies, minority discourses, and cultural studies. Popular culture as a meaningful site of political and social resistance for the disenfranchised.

415 – Sociology of Law (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. The role of law in American society, particularly the relationship between legal and other institutions. Sociological approaches to American legal cultures, the legal profession and legal education, law and social change.

421 – Race and Ethnicity (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of the relationship between ethnic and racial groups and their relationship to the dominant ethnic majority in America and other societies. Sociological examination of concepts such as racism, racial identity, prejudice, discrimination, inter-group conflict, power, assimilation, and pluralism.

422 – Sociology of Religion (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological approaches to religious behavior, social correlates of religiosity, and the significance of religion in socio-historical development.

432 – Political Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories and research regarding the social structural and cultural bases of political authority in human societies; emphasis given to the polity, power, and political action as integral aspects of socio-cultural organization and dynamics.

442 – Social Change (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Considers alternative approaches to the study of evolution and revolution in various spheres of human social activity including politics, economics, religion, and ideology.

471 – History of Social Theory (3)

Prerequisite: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the instructor. Presentation and analysis of major forms and themes of social and early sociological theory from the 16th century to the early 20th century.

472 – Contemporary Sociological Theories (3)

Prerequisite: Sociology 100 or 200 and completion of at least 6 credit hours of 300-400 level sociology courses, or permission of the instructor. Consideration of major sociological theorists of the 20th century.

488 – Selected Topics in Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Major concepts or points of view in contemporary sociology with an emphasis on discussion. Topic varies.

489 – Special Readings (3)

Prerequisite: Permission of the instructor. Reading and discussion of selected topics from a sociological point of view. Each student focuses on a single topic, though multiple topics may be offered in one semester.

491, 492 – Individual Study and Research (3, 3)

Prerequisite: Permission of the instructor. Available to qualified students; reading and research, project or paper with guidance of a faculty member.

499 – Internship (Credits variable)

Prerequisite: Sociology 100, 200, six upper-level sociology credits, and permission of the instructor. Supervised off-campus experience, developed in consultation with departmental faculty. Cannot be counted in the major program.

SPANISH

Department of Modern Foreign Languages

James F. Gaines, *Chair*
Elizabeth M. Lewis, *Career Advisor*

Faculty

Associate Professor
Ana G. Chichester
Assistant Professors
Elizabeth M. Lewis
Mary Yudin
Instructors
Carlos Rodriguez-McGill
José Ángel Sáinz

The Spanish Program

Through courses in Spanish, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction.

Upper-level classes are conducted primarily in Spanish. Through classroom instruction, individual research, and department-sponsored organizations, students come to know the varied cultures of Spanish-speaking peoples around the world. Through internships in local and Washington, D. C. area businesses and organizations, students may gain experience working directly in language-related professions.

Students wishing to major may select from courses in language, literature, and civilization. Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a residence area in which Spanish is spoken and which sponsors various inter-cultural programs each year. Currently the resident language director of this area is a native speaker of Spanish.

The Spanish program offers a study abroad program in Mérida, Mexico during the summer term. The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements.

Graduates in Spanish may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

**For information regarding General Education language requirements for students not currently majoring in Modern Foreign Languages, please see page 49 in this Catalogue.*

Requirements for the Spanish Major

Thirty-six (36) credits in language, literature, and civilization courses, including Spanish 314, 317, 318, and 413; either Spanish 393 or 414; at least three courses chosen from Spanish 323, 324, 327, or 328; two advanced literature courses (one each from Spain and Latin America); and two additional advanced courses in literature or two courses in civilization (Spanish 315, 316, or 320) or a combination of one literature and one civilization course. Native speakers must substitute SPAN 310 or Spanish literature for SPAN 314.

Spanish Course Offerings

101, 102 – Beginning Spanish (3, 3)

Grammar, conversation, reading, laboratory use.

201 – Intermediate Spanish (3)

Prerequisite: Spanish 102 or equivalent. Grammar review, reading, oral work, laboratory use.

202 – Intermediate Spanish (3)

Prerequisite: Spanish 201 or equivalent. Grammar review, oral and written work, and readings in culture and literature.

310 – Spanish for Native and Heritage Speakers (3)

Class that addresses special problems in grammar and orthography of native and heritage speakers of the language.

313 – Intensive Grammar Review and Writing (3)

Review of grammar and writing skills above the Intermediate level.

314 – Spanish Pronunciation and Oral Use (3)

Introduction to phonetics and intensive oral practice above the Intermediate level.

315 – Spanish Civilization (3)

Geography, history, and the social, political and cultural background of Spain and the Spanish people.

316 – Spanish American Civilization (3)

History, geography, and the social, political and cultural backgrounds of Latin America, Latin American people, and Latinos in the United States.

317 – Studies in Language I: Grammar and Composition (3)

Studies in grammar and composition.

318 – Studies in Language I: Grammar and Oral Skills (3)

Studies in grammar and oral skills.
320 – Topics in Hispanic Culture (3)
Current social and cultural issues of the Hispanic world.

323, 324 – Introduction to Spanish Literature (3, 3)

Survey of major examples of Spanish literature from the Middle Ages to present.

327, 328 – Introduction to Spanish American Literature (3, 3)

Survey of major examples of Spanish American literature from the colonial period to present day.

351 – Drama of the Golden Age (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Dramatists of 17th century Spain.

375 – Spanish Prose in Transition: Realism and Generation of '98 (3)

Prerequisites: Any two survey courses in Spanish literature (323,324, 327, 328). Representative authors from nineteenth-century Spanish literature (Pardo Bazán, Alas, Galdós) and from the Generation of '98 (Unamundo, Azorín, Baroja, Machado, Valle-Inclán).

378 – Contemporary Spanish American Poetry (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Modernismo from 1888 through World War I. The poetry of postmodernistas, and the avant-garde. Major focus on Dario, Mistral Vallejo, Neruda, and Paz.

383 – Contemporary Spanish Prose (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Emphasis on post-Civil War novelists.

385 – Twentieth-Century Spanish American Novel (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). The development of the novel in Latin America, from the 19th century to the present.

386 – The Twentieth-Century Spanish American Short Story (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Masters of short fiction in Latin America, including Quiroga, Borges, Cortázar, Rulfo, and Valenzuela.

388 – Twentieth-Century Spanish American Drama (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Solorzano, Carballido, Aguilera Malta, Wolff, Garro, and others, plus collective and chicano drama.

393 – Spanish for Professional Use (3)

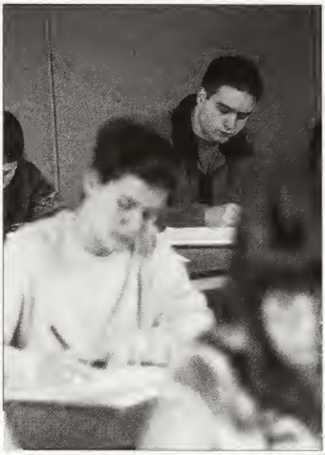
Prerequisites: Spanish 317, 318. Study of specialized vocabularies and their application to various professions.

413 – Studies in Language II (3)

Prerequisite: Spanish 317, 318. Required of majors. Others by permission. Advanced grammar with special emphasis on problems of written expression.

414 – Spanish for Translation (3)

Prerequisites: Spanish 317. English-Spanish and Spanish-English translation of articles and essays with special attention given to fields of interest to students. Includes studies in history and theory of translation.



415 – Studies in Language II: Advanced Conversation (3)

Prerequisite: Spanish 318 or permission of the instructor. Conversation and oral practice at an advanced level.

451 – Cervantes (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Reading and intensive study of Don Quijote.

481 – Spanish Seminar (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics.

485 – Topics in Spanish American Literature (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics.

491, 492 – Individual Study (3, 3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Intensive study of topics selected by student in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

SPEECH

Department of English, Linguistics, and Speech

William Kemp, *Chair*
Timothy O'Donnell, *Career Advisor*

Faculty

Assistant Professor
Timothy M. O'Donnell
Director of the Speaking Center
Esther Yook

Instruction in Speech

Speech courses enhance understanding of and skill in oral communication by introducing students to communication theories and by providing opportunities to practice communication in a variety of settings. Courses on the 200-level are performance courses, kept small to allow for individualized instruction. Courses on the 300-level offer a historical and theoretical approach to the study of human communication behavior and examine how communication activities affect society.

Students interested in more intensive training in persuasive speaking can join the College debate team and receive academic credit for participating in regional and national tournaments. Speech courses at the 300- and 400-level may count toward the English major.

Speech Course Offerings

205 – Public Speaking (3)

Study of the basic principles of public address in Western society. Emphasis is on developing a theoretical and practical understanding of oral communication through practice in preparing, delivering, and criticizing speeches in class.

206 – Interpersonal and Small Group Communication (3)

Study of the theories and principles of effective communication in small group contexts. Emphasis is on understanding interpersonal communication dynamics and on improving one's communication capabilities as a participant in and leader of small groups.

207 – Literature in Performance (3)

A performance course designed to enhance the performer's appreciation and understanding of the great literature of the world—poetry, prose, and drama—by translating the printed page into the spoken word. Experience in presenting material to both adults and children.

209 – Argumentation (3)

Study of the use of reasoning in persuasive communication with emphasis on the construction, evaluation, presentation, refutation, and defense of oral arguments.

310 – Intellectual Foundations of Communication (3)

Introduction to human communication studies, starting with the history and theory of ancient rhetoric to discover the significant questions raised by rhetoricians about society and how they can be applied to contemporary life.

311 – Communication and Political Campaigns (3)

Study of persuasive communication in political campaigns, emphasizing the evaluation and criticism of campaign speeches, televised debates, and political advertising.

370 – Topics in Speech Communication (3)

Studies in major figures, movements, and problems in speech communication theory and practice. Consult Schedule of Courses for specific topics.

470 – Debate Practicum (1)

Credit for satisfactory work on the College debate team. Enrollment by permission of instructor and the department. No more than 8 credits of Debate Practicum may count toward the 122 hours required for graduation; four may be counted in the English major.

491, 492 – Individual Study (3, 3)

Individual study under the direction of a member of the staff. By permission of the department. Only three credits of individual study may count toward the English major.

499 – Internship (1–6)

Supervised off-campus experience, developed in consultation with the department. Credits variable. Up to three credits may be counted toward the English major.

THEATRE

Department of Theatre and Dance

Gregg Stull, *Chair and Career Advisor*

Faculty

Professors
David E. Hunt, Jr.
Michael Joyce
Associate Professor
Gregg Stull
Assistant Professors
Julie Hodge
Kevin McCluskey
Senior Lecturer
Helen Housley

The Program in Theatre

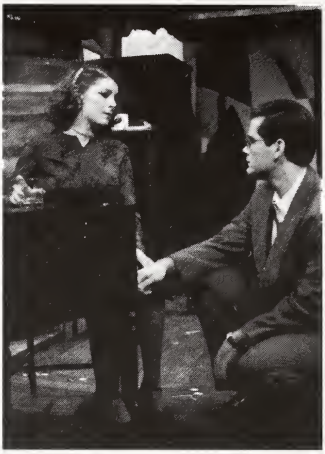
The major in Theatre provides a comprehensive program on which students can build graduate work or pursue professional opportunities. Essential to the program is the variety of courses available; techniques, theories, history, and literature are included. Equally important are the many opportunities to perform in or work on theatre productions.

The Theatre major emphasizes student leadership and responsibility. Students design, direct, build, choreograph, and manage mainstage productions, as well as fill other leadership positions in the department.

Theatre productions are presented in the 295-seat Klein Memorial Theatre and the flexible Studio 115 in duPont Hall. The department maintains a design lab, a CAD lab, a light lab and fully-equipped costume and scene shops. Recent productions have included *The Caucasian Chalk Circle, Approaching Zanzibar, Cabaret, The Taming of the Shrew, Waiting for Godot, Sweeney Todd, As You Like It, Into the Woods, The Dining Room, Six Characters in Search of an Author* and *The School for Wives.*

Lectures and performances by visiting scholars and artists enrich the program. In recent years the campus has hosted such artists as Michael Kahn, Ming Cho Lee, Susan Tsu, Megan Terry, Maria Irene Fornes, Holly Hughes, Eve Ensler and Erol Morris.

Requirements for the Theatre Major



Thirty-seven (37) credits including Theatre 113, 131, 211, 212, 218, 321, 361, 362, 431, and 482; either Theatre 341, 433, or 434; and Dance 243.

In addition, all majors are required to enroll in Theatre Practicum each semester except during the semester of the Senior Project; students may count eight practicum credits toward graduation.

Theatre Course Offerings

111 – Introduction to Theatre (3)

A course for the general student designed to introduce the various elements of theatrical production.

113 – Introduction to Theatre Design (3)

A study of design elements and composition principles as they relate to stage scenery, costumes, and lighting. A survey of theatre design today.

131, 132 – Stagecraft (4, 4)

Theories and techniques of designing, building, painting, and lighting stage settings; organization and operation of production crews. Laboratory.

211, 212 – Dramatic Literature (3, 3)

The reading and discussion of selected plays and of theatrical developments as an introduction to the theatre.

214 – Themes in Contemporary Drama (3)

Prerequisite: Theatre 212. Themes in contemporary dramatic literature. Topic varies.

218 – Voice and Body Movement (3)

Voice and body training to improve vocal quality, articulation, and posture and carriage.

225, 226 – Summer Workshop (1-4, 1-4)

Prerequisite: Permission of Department. An intensive course focused on the production of plays and musicals for the student interested in developing professional skills in the theatre. Cross listed as DANC 225,226.

240 – Stage Makeup (3)

Techniques and styles of stage makeup for theatre and dance.

242 – Costumes and Clothing Construction (3)

An introduction to the principles of pattern development and clothing construction techniques. Projects will include contemporary and period styles. Students will work on costumes for departmental productions. Laboratory.

261 – Exercises in Creativity (4)

A course exploring the definitions of creativity, the theories behind creative behavior, and practical exercises to promote and enhance critical and creative thinking, problem solving, and creativity.

270, 271 – Special Studies in Theatre (3, 3)

Concentration on a single area of theatre for general students. Topics vary from year to year.

280 – Stage Management (3)

An introduction to the theory and practice of stage management for the theatre.

281 – Theatre Management (3)

An introduction to current policies and practices of not-for-profit theatre. Cross-listed as BUAD 281.

290 – Scene Painting (3)

An examination of the technique and practical applications of painting for the stage.

291 – Fabric Dyeing and Painting (3)

An introduction to the basics of fabric dyeing and painting and their specific applications for the theatre.

310 – Fashion History (3)

A survey of clothing, hair styles, and accessories from the ancient world to the present, with particular emphasis on the relationship of fashion to social, political, and economic history.

321, 322 – Acting (4, 4)

Scene study and performance, creating characters, and ensemble training.

331 – Playwriting (3)

Writing for the stage. Exercises and practice in the structure of action, character development, dialogue, critical analysis.

341 – Costume and Clothing Design (3)

A study of the theories, methods, and techniques used in costume and clothing design.

361, 362 – History of the Theatre (3, 3)

Theatres, production methods, dramatic conventions, key figures from the Greek period to the present in the Western world.

390 – Theatre Practicum (1)

Theatre Practicum earns credit for performance or other work on major productions of the department. A maximum of eight credits may count toward degree requirements.

411 – Acting Styles (4)

Prerequisite: Theatre 321. An examination of period style for the stage through scene study and performance.

431, 432 – Directing (3, 3)

Technique and practice of directing for the stage.

433 – Stage Lighting (3)

Theories and techniques of lighting stage productions; lighting instruments and equipment.

434 – Scene Design (3)

A study of the theories, methods, and techniques used in scenic design.

435 – Ideas in Performance (3)

Prerequisite: Theatre 212. An examination of professional productions of the dramatic literature in Washington and New York. Readings and theatre trips.

451, 452 – Special Studies in Theatre (3, 3)

Concentration on a single area of dramatic arts. Topics vary from year to year.

482 – Senior Project (2)

Prerequisite: Permission of the advisor. This course may only be taken in one of the last two semesters. An independent project in Theatre supervised by the student's advisor.

491, 492 – Individual Study (1–3 each)

Individual study under the direction of a member of the department. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

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GRADUATE PROGRAMS

Mary Washington College offers graduate degree programs, including the Master of Arts in Education for Practicing Teachers and Master of Business Administration, through the James Monroe Center at our Stafford campus. Complete details about the admissions process for graduate programs are included in the James Monroe Center for Graduate and Professional Studies Admissions Catalog.

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Directory

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THE CORPORATION

The Rector and Visitors of Mary Washington College

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Mrs. Dori G. Eglevsky	*Vice Rector*
Mrs. Kimberly P. Luger	*Secretary*

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Mrs. Dori G. Eglevsky	Fredericksburg, Virginia
Ms. Dorcas R. Hardy	Spotsylvania, Virginia
Ms. Suellen G. Knowles ('63)	Winchester, Virginia
Mrs. Kimberly P. Luger ('89)	Glen Allen, Virginia
Mr. Fred D. Thompson, Jr.	Ashburn, Virginia
Mr. John C. Van Hoy ('80)	Fredericksburg, Virginia
Mr. C. Douglas Welty	Arlington, Virginia
Mrs. Jennifer H. Whyte ('93)	Glen Allen, Virginia
Ms. Vicki F. Campbell	*Clerk To The Board Of Visitors*

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B.S., Bucknell University; M.S., Springfield College; Ed.D., Temple University

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B.S., Longwood College; M.B.A., Virginia Commonwealth University

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B.A., Yale University; M.A., University of Delaware

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B.A., Bowdoin College; M.A., Syracuse University

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Ilma M. Overman, M.D .... *Director of Health Center and College Physician*
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B.S., Park College; A.S., University of North Carolina at Charlotte

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B.S.M.E., U.S. Naval Academy

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A.B., College of Wooster; S.M., Ph.D., University of Chicago

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B.A., Mary Washington College

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Elizabeth Desi ... *Assistant Dean of Financial Aid*
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A.B., The College of William and Mary; M.A., Northern Illinois University; Ph.D., Wayne State University

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B.S., M.Ed., East Tennessee State University

JoAnn M. Schrass ... *Associate Dean of Academic Services*
B.S., Averett College; M.S., The George Washington University; Ph.D., George Mason University

Gary F. Johnson ... *Director of Career Services*
B.S., M.S., University of Tennessee

Mary K. Becelia ... *Associate Director of Career Services*
B.A., M.Ed., University of Virginia

Constance M. Gianulis ... *Director of International Programs*
B.A., University of Utah; M.A., University of Missouri

Leah Cox-Hanley ... *Assistant Dean of Academic Services*
B.A., Western Maryland College; M.S., University of Arizona

Patricia B. Tracy ... *Assistant Dean of Academic Services*
B.A., Mary Washington College; M.S., Madison College

Appointment Pending ... *Director of Disability Services*

Kimberly J. Brown ... *Director of the James Farmer Scholars Program*
B.A., James Madison University

Thomas P. Somma ... *Director of the Mary Washington College Galleries*
B.S., Marietta College; M.A., Rutgers University; Ph.D., University of Delaware

Esther L. Yook ... *Director of the Speaking Center*
B.A., Ewha Women's University; M.A., Hankuk Graduate School of Simultaneous Interpretation; M.A., University of Nebraska; Ph.D., University of Minnesota

David J. Ayersman ... *Assistant Vice President of Academic Affairs for Instructional Technology*
B.A., Marshall University; M.A., Ed.D., West Virginia University

Pamela M. Lowery .... *Assistant Director of Instructional Technology*
B.A., Westhampton College, University of Richmond; M.Ed., University of Virginia

Keith S. Gagnon .... *Director of Multimedia Center and User Services*
B.A. The College of William and Mary

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B.A., Mary Washington College; M.A., Columbia University

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B.S., State University of New York at Brockport; M.S., Virginia Commonwealth University

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A.A.S., Community College of the Air Force

Andrew W. Rush .... *Instructional Technology Liaison*
B.S., State University of New York at Cortland

Gerald M. Slezak, Jr. .... *Instructional Technology Liaison*
B.A., Marymount University; M.Ed., University of Georgia

LeRoy S. Strohl, III .... *Director of Simpson Library*
B.A., Hanover College; M.A., M.S.L.S., University of Kentucky

James E. Bales .... *Reference and Bibiographic Instruction Librarian*
B.A., Illinois College; M.S.L.S., University of Illinois

Charles D. Bathis .... *Cataloger*
B.A., Randolph-Macon College; M.S.L.S., Catholic University of America

Ronald C. Comer .... *Reference Librarian*
B.S., East Tennessee State University; M.Ed., University of Virginia; M.L.S., Peabody College of Vanderbilt University

Rebecca E. Elswick .... *Collection Development Librarian*
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Robert Grattan, III .... *Library Systems Coordinator*
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Karen P. Hartman .... *JMC Librarian*
B.A., Michigan State University; M.A.L.S., University of Michigan

Donna K. Hudgins .... *Serials Management Librarian*
B.A., University of Richmond; M.L.I.S., University of South Carolina

Karen E. Nelson .... *Reference Librarian*
B.S., Muhlenberg College; M.S.L.S., Drexel University

Timothy L. Newman .... *Assistant Systems/Reference Librarian*
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Carolyn S. Parsons .... *Instruction and Social Sciences Librarian*
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Laurie A. Preston .... *Instruction and Science/Business Librarian*
B.A., State University of New York at Albany; M.S., Simmons College

Brenda D. Sloan .... *Special Collections Librarian*
B.S.C., North Carolina Central University; M.S.L.S., Atlanta University

Jane G. Gatewood .... *Director of the Writing Center*
B.A., M.Ed., Georgia Southwestern College; Ph.D., University of Georgia

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B.S., Brooklyn College; M.S., George Washington University

Emeriti

PRESIDENT EMERITUS

Grellet C. Simpson, *President Emeritus and Professor Emeritus of English*
B.A., Randolph-Macon College; M.A., Ph.D., University of Virginia; LL.D., Randolph-Macon College; Litt.D., Flagler College; D.Hum.L., Mary Washington College

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B.A., Emory and Henry College; M.Ed., Ed.D., University of Virginia

SENIOR VICE PRESIDENT EMERITUS

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B.A., Wake Forest College; M.A., University of North Carolina; Ed.D., University of Virginia

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B.A., M.A., Ph.D., University of Virginia; D.Hum.L., Mary Washington College

Reginald W. Whidden, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., McMaster University; Ph.D., Yale University

FACULTY EMERITI

Rachel J. Benton, *Professor Emerita of Health, Physical Education and Recreation*
B.A., De Pauw University, M.A., Ph.D., State University of Iowa

Julien Binford, *Professor Emeritus of Art*
Graduate, Art Institute of Chicago; Ryerson Fellowship for study in France; Virginia Museum Senior Fellowship; Rosenwald Fellowship

Roger J. Bourdon, *Professor Emeritus of History*
B.S, Loyola University of Los Angeles; M.A., Ph.D., University of California at Los Angeles

Marshall E. Bowen, *Distinguished Professor Emeritus of Geography*
B.Ed., Plymouth Teachers College; M.A., Kent State University; Ph.D., Boston University

Juliette Breffort Blessing, *Professor Emerita of Modern Foreign Languages*
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études Politiques de Paris; Doct. U., University of Dijon

Joseph Bozicevic, *Professor Emeritus of Modern Foreign Languages*
B.S., Juniata College; M.A., Middlebury College; Ph.D., Georgetown University

Nathaniel Brown, *Professor Emeritus of English*
B.A., Princeton University; M.A., Syracuse University; Ph.D., Columbia University

Stanley F. Bulley, *Professor Emeritus of Music*
L.R.A.M., Royal Academy of Music; Mus.Bac., Mus.Doc., University of Toronto; A.R.C.O., Royal College of Organists

Herbert L. Cover, *Professor Emeritus of Chemistry*
B.S., M.S., Ph.D., University of Virginia

Steven L. Czarsty, *Professor Emeritus of Business Administration*
B.S., B.A., University of Hartford; M.B.A. University of Connecticut; D.B.A. George Washington University

Daniel A. Dervin, *Professor Emeritus of English*
B.A., Creighton University; M.A., Ph.D., Columbia University

Eileen K. Dodd, *Professor Emerita of Psychology*
Ph.B., Muhlenburg College; M.A., Ph.D., New York University

Mildred A. Droste, *Associate Professor Emerita of Health and Physical Education*
B.S., Longwood College; M.Ed., Women's College of the University of North Carolina

Albert G. Duke, *Associate Professor Emeritus of Speech*
A.B., M.A., Syracuse University

Samuel T. Emory, Jr., *Distinguished Professor Emeritus of Geography*
A.B., M.A., University of North Carolina; Ph.D., University of Maryland

Lewis P. Fickett, Jr., *Distinguished Professor Emeritus of Political Science*
A.B., Bowdoin College; L.L.B., M.P.A., Ph.D., Harvard University

Delmont F. Fleming, *Professor Emeritus of English*
B.A., Eastern Baptist College; M.A., Ph.D., University of Pennsylvania

John K. George, *Professor Emeritus of Chemistry*
A.B., Columbia University; M.S., University of Connecticut; M.S., Clarkson College; Ph.D., University of Virginia

Donald E. Glover, *Distinguished Professor Emeritus of English*
B.A., College of William and Mary; M.A., Ph.D. University of Virginia

James B. Gouger, *Professor Emeritus of Geography*
B.A., Montclair State College; M.A., Ph.D., University of Florida

Anne F. Hamer, *Associate Professor Emerita of Music*
B.M., University of Michigan; M.M., Catholic University of America

Susan J. Hanna, *Professor Emerita of English*
B.A., Ohio State University; M.A., Ph.D., University of Michigan

Richard E. Hansen, *Distinguished Professor Emeritus of English*
B.A., M.S., Ph.D., Duke University

Anna Mae Harris, *Associate Professor Emerita of Mathematical Sciences*
B.A., Mary Washington College; M.A., University of Virginia

Diane F. Hatch, *Professor Emerita of Classics*
B.A., Sweet Briar College; M.A., Ph.D., University of North Carolina

Sonja Dragomanovic Haydar, *Professor Emerita of Dance*
Professional Dance Certificate, Zagreb State Opera Ballet School; Diploma, Meister für Tranz, Berlin; Mozarteum Conservatory of Music, Salzburg

Rosemary H. Herman, *Associate Professor Emerita of Modern Foreign Languages*
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina

Henry W. Hewetson, *Professor Emeritus of Economics*
B.A., University of Toronto; M.A., University of British Columbia; Ph.D., University of Chicago

Margaret M. Hofmann, *Professor Emerita of Modern Foreign Languages*
A.B., Wellesley College; M.A., University of New Hampshire; Ph.D., University of Kansas

Miriam B. Hoge, *Professor Emerita of Modern Foreign Languages*
A.B., Randolph-Macon Women's College; M.A., Ph.D., University of Pennsylvania

Joseph E. Holmes, *Associate Professor Emeritus of Mathematical Sciences*
B.S., M.S., State University of New York at New Paltz; Ed.D., University of Virginia

Patricia J. Holmes, *Associate Professor Emerita of Mathematics*
B.A., University of Colorado; M.S., Oregon State University

Anna S. Hoye, *Professor Emerita of Biological Sciences*
A.B., Lynchburg College; M.S., Ph.D., University of Wisconsin

Rose Mary Johnson, *Professor Emerita of Biological Sciences*
A.B., Hood College; M.A., Ph.D., University of Virginia

Thomas L. Johnson, *Professor Emeritus of Biological Sciences*
B.A., Lynchburg College; M.A., Ph.D., University of Virginia

Richard J. Krickus, *Distinguished Professor Emeritus of Political Science*
B.A., The College of William and Mary; M.A., University of Massachusetts; Ph.D., Georgetown University

Bernard C. Lemoine, *Professor Emeritus of Music*
B.M., Oberlin Conservatory of Music; M.M., University of Illinois; Ph.D., The Catholic University of America

Almont Lindsey, *Professor Emeritus of History*
B.S., Knox College; M.A., Ph.D., University of Illinois

Barbara S. Meyer, *Professor Emerita of Art*
B.A., Trinity University; M.A., University of Maryland; Ph.D., Johns Hopkins University

Fred E. Miller, *Associate Professor Emeritus of Economics*
A.B., M.A., Colorado State College of Education

Nancy H. Mitchell, *Professor Emerita of English*
B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

Sidney H. Mitchell, *Professor Emeritus of English*
B.A., Swarthmore College; M.A., Ph.D., University of Virginia

Paul C. Muick, *Professor Emeritus of Art*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Nikola M. Nikolic, *Professor Emeritus of Physics*
B.S., Belgrade University; M.A., Ph.D., Columbia University

Cornelia D. Oliver, *Distinguished Professor Emerita of Art*
B.A., Smith College; A.M., Duke University; Ph.D., The Catholic University of America

Richard P. Palmieri, *Professor Emeritus of Geography*
B.S., State College at Boston; M.A., University of Texas; Ph.D., University of California at Davis

Mary Jo Parrish, *Professor Emerita of Biological Sciences*
B.A., M.A., University of North Carolina; Ph.D., University of Virginia

Aniano Peña, *Professor Emeritus of Modern Foreign Languages*
M.A., Temple University; Ph.D., University of Pennsylvania

Mary W. Pinschmidt, *Distinguished Professor Emerita of Biological Sciences*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

William C. Pinschmidt, Jr., *Professor Emeritus of Biological Sciences*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

Alice B. Rabson, *Professor Emerita of Psychology*
A.B., Cornell University; M.S., Ph.D., Purdue University

Claudia M. Read, *Professor Emerita of Health, Physical Education, and Recreation*
B.S., Women's College of the University of North Carolina; M.A., New York University

Joanna L. Reynolds, *Associate Professor Emerita of Spanish*
A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

Carmen L. Rivera, *Professor Emerita of Modern Foreign Languages*
B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

Key Sun Ryang, *Professor Emeritus of History*
B.A., Trinity University; M.A., Ph.D., University of Maryland

Raman K. Singh, *Professor Emeritus of English*
B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

Paul C. Slayton, Jr., *Distinguished Professor Emeritus of Education*
B.S., M.Ed., Ed.D., University of Virginia

Charles A. Sletten, *Professor Emeritus of Sociology*
B.A., University of Virginia; A.M., Ph.D., Harvard University

Mary Ellen Stephenson, *Professor Emerita of Modern Foreign Languages*
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, *Professor Emeritus of American Studies*
B.A., Stanford University; M.A., American University; Ph.D., Emory University

Joseph C. Vance, *Professor Emeritus of History*
B.A., M.A., Ph.D., University of Virginia

George Montgomery Van Sant, *Professor Emeritus of Philosophy*
A.B., St. John's College; M.A., Ph.D., University of Virginia

Katharine F. Wells, *Associate Professor Emerita of Health, Physical Education, and Recreation*
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Janet F. Wishner, *Professor Emerita of Philosophy*
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, *Professor Emeritus of Chemistry*
B.A., M.A., Ph.D., University of Maryland

Rebecca T. Woosley, *Associate Professor Emerita of Health and Physical Education*
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Janet G. Zeleznock, *Associate Professor Emerita of Mathematics*
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, *Professor Emeritus of Education*
B.A., The College of William and Mary; M.A.T., Howard University; Ph.D., The Catholic University of America

Faculty Awards

Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the College on its primary mission as an undergraduate, teaching institution. This award, named for former President Grellet C. Simpson, was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching. The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the College from two to five years. The Mary W. Pinschmidt Award, established in 1999, recognizes the faculty member that seniors select as the person they will most likely remember as the one who had the greatest impact on their lives. The awards are presented each year at the Commencement ceremonies.

GRELLET C. SIMPSON AWARD

1972	Carmen L. Rivera, *Professor of Modern Foreign Languages*
1973	Sidney H. Mitchell, *Professor of English*
1974	Anna S. Hoye, *Professor of Biology*
1975	Earl G. Insley, *Professor of Chemistry*
1976	Donald E. Glover, *Professor of English*
1977	Glen R. Thomas, *Professor of American Studies*
1978	Nancy H. Mitchell, *Professor of English*
1979	Elizabeth A. Clark, *Professor of Religion*
1980	Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981	Arthur L. Tracy, *Associate Professor of History*
1982	Mary W. Pinschmidt, *Professor of Biological Sciences*
1983	Joseph C. DiBella, *Associate Professor of Art*
1984	Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985	Susan J. Hanna, *Professor of English*
1986	George M. Van Sant, *Professor of Philosophy*
1987	Marshall E. Bowen, *Professor of Geography*
1988	Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989	Roger J. Bourdon, *Professor of History*
1990	Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991	Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992	David W. Cain, *Professor of Religion*
1993	Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994	William B. Crawley, Jr., *Distinguished Professor of History*
1995	Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*
1996	Carol S. Manning, *Professor of English*
1997	Topher Bill, *Professor of Psychology*
1998	Bulent I. Atalay, *Professor of Physics*
1999	Steven A. Greenlaw, *Associate Professor of Economics*
2000	William Kemp, *Professor of English*
2001	Clavio F. Ascari, *Professor of Italian*

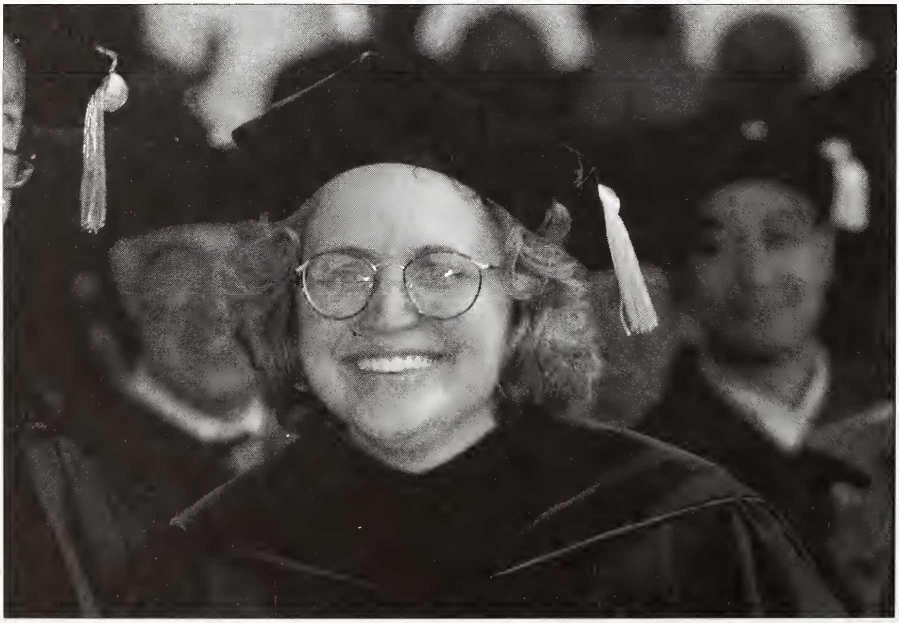
ALUMNI ASSOCIATION OUTSTANDING YOUNG FACULTY MEMBER AWARD

1989 James E. Goehring, *Assistant Professor of Religion*
1990 George King, III, *Associate Professor of Physics*
1991 Grant R. Woodwell, *Assistant Professor of Geology*
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 Gregg Stull, *Assistant Professor of Theatre*
1996 Janusz Konieczny, *Associate Professor of Mathematics*
1997 Mehdi Aminrazavi, *Associate Professor of Philosophy and Religion*
1998 W. Gardner Campbell, *Assistant Professor of English*
1999 Christine A. McBride, *Assistant Professor of Psychology*
2000 Kelli M. Slunt, *Assistant Professor of Chemistry*
2001 Stephen J. Farnsworth, *Assistant Professor of Political Science*

* * * * *

MARY W. PINSCHMIDT AWARD

1999 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2000 Werner Wieland, *Professor of Biology*
2001 Erin H. Fouberg, *Assistant Professor of Geography*



In Memoriam

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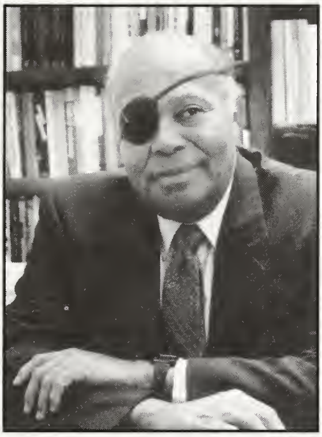
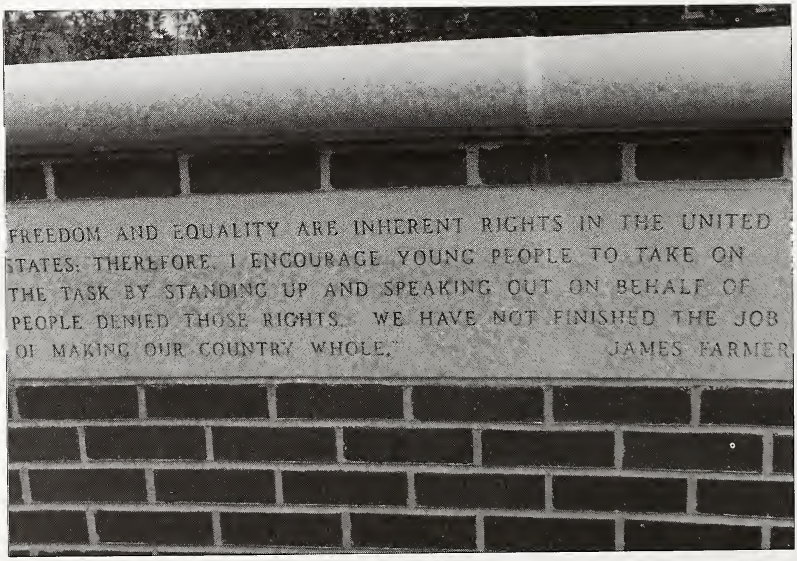


James L. Farmer
Distinguished Professor of
History and American Studies
1920-1999

Patricia L. Metzger
Professor of Business Administration
1945-2000



FREEDOM AND EQUALITY ARE INHERENT RIGHTS IN THE UNITED
STATES; THEREFORE, I ENCOURAGE YOUNG PEOPLE TO TAKE ON
THE TASK BY STANDING UP AND SPEAKING OUT ON BEHALF OF
PEOPLE DENIED THOSE RIGHTS. WE HAVE NOT FINISHED THE JOB
OF MAKING OUR COUNTRY WHOLE." JAMES FARMER

College Calendar

* * *

FALL SEMESTER	2001	2002
Residence halls open 8:15 a.m.–12:00 noon for entering freshmen and new transfer students	Wednesday, August 22	Wednesday, August 21
Residence halls open 9:00 a.m.–5:00 p.m. for returning students	Saturday, August 25	Saturday, August 24
Residence halls open 1:00 p.m.–5:00 p.m. for returning students	Sunday, August 26	Sunday, August 25
Honor Convocation	Sunday, August 26	Sunday, August 25
Classes begin 8:00 a.m.	Monday, August 27	Monday, August 26
Late registration; Drop/Add begins	Monday, August 27	Monday, August 26
Last day to add courses	Friday, August 31	Friday, August 30
Major Declaration cards due	Tuesday, September 11	Tuesday, September 10
Last day to drop courses without penalty	Friday, September 14	Friday, September 13
Last day to change to or from pass/fail grading	Friday, September 14	Friday, September 13
Family Weekend	Friday–Sunday, September 28–30	Friday–Sunday, September 20–22
Fall Break begins 5:00 p.m.; residence halls remain open	Friday, October 12	Friday, October 11
Fall Break ends. Classes resume 8:00 a.m.	Wednesday, October 17	Wednesday, October 16
Homecoming Weekend	Friday–Saturday, October 5–6	Friday–Saturday, October 18–19
Advising Week	Monday–Friday, October 22–26	Monday–Friday, October 21–25

Individual courses cannot be dropped after this date	Friday, October 26	Friday, October 25
Advance registration for upcoming Spring semester	Monday–Friday November 5–9	Monday–Friday November 4–8
Thanksgiving Break begins at 8:00 a.m.; residence halls close 10:00 a.m.†	Wednesday November 21	Wednesday November 27
Residence halls open 2:00 p.m	Sunday November 25	Sunday December 1
Thanksgiving Break ends. Classes resume 8:00 a.m.	Monday November 26	Monday, December 2
Classes end; last day to withdraw from the College	Friday, December 7	Friday, December 6
Reading Period	Saturday–Sunday, December 8–9	Saturday–Sunday, December 7–8
Final Examinations	Monday–Saturday December 10–15	Monday–Saturday December 9–14
Residence halls close 10:00 a.m.	Sunday December 16	Sunday December 15

SPRING SEMESTER	**2002**	**2003**
Residence halls open 2:00–5:00 p.m. for new students	Sunday, January 6	Sunday, January 12
New student orientation	Monday, January 7	Monday, January 13
Residence halls open 9:00 a.m.–5:00 p.m. for returning students	Tuesday, January 8	Tuesday, January 14
Classes begin 8:00 a.m.	Wednesday, January 9	Wednesday, January 15
Late registration; Drop/Add begins	Wednesday, January 9	Wednesday, January 15
Last day to add courses	Wednesday, January 16	Wednesday, January 22
Major Declaration cards due	Thursday, January 17	Thursday, January 23
Last day to drop courses without penalty	Tuesday, January 29	Tuesday, February 4
Last day to change to or from pass/fail grading	Tuesday, January 29	Tuesday, February 4
Spring Break begins at 5:00 p.m.; residence halls close at 9:00 p.m.†	Friday, March 1	Friday, March 7

† *Out–of–state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Breaks.*

Residence halls open 2:00 p.m.	Sunday, March 10	Sunday, March 16
Spring Break ends. Classes resume at 8:00 a.m.	Monday, March 11	Monday, March 17
Individual courses cannot be dropped after this date	Friday, March 15	Friday, March 21
Advising Week	Monday–Friday March 18–22	Monday–Friday March 24–28
Outcomes Assessment testing for currently enrolled graduating seniors	Monday–Sunday March 18–31	Monday–Sunday March 24–April 6
Advance registration for upcoming Fall semester	Monday–Friday April 1–5	Monday–Friday April 7–11
Classes end; last day to withdraw from the College	Tuesday, April 23	Tuesday, April 29
Reading Period	Wednesday, April 24	Wednesday, April 30
Final Examinations	Thursday–Saturday April 25–27	Thursday–Saturday May 1–3
Reading Period	Sunday, April 28	Sunday, May 4
Final Examinations	Monday–Thursday April 29–May 2	Monday–Thursday May 5–8
Commencement	Saturday, May 11	Saturday, May 17
Residence halls close 2:00 p.m.	Sunday, May 12	Sunday, May 18

FIRST SUMMER TERM **(May/June, Five-week Term)**	**2002**	**2003**
Registration begins	Monday, March 11	Monday, March 10
Residence halls open 2:00 p.m	Sunday, May 19	Sunday, May 25.
Classes begin 8:00 a.m.	Monday, May 20	Tuesday, May 27
Last day to add courses	Wednesday, May 22	Thursday, May 29
Memorial Day (no classes)	Monday, May 27	Monday, May 26
Daytime classes made up on	*Friday, May 31*	*Friday, May 30*
Evening classes made up on	*Wednesday, May 29*	*Wednesday, May 28*
Last day to drop courseswithout penalty, or change to pass/fail	Tuesday, May 28	Tuesday, June 3
Reunion Weekend	Friday–Sunday May 31–June 2	Friday–Sunday May 30–June 1
Individual courses cannot be dropped after this date	Monday, June 3	Monday, June 9
Classes end; last day to withdraw from this term	Tuesday, June 18	Tuesday, June 24
Reading Period	Wednesday, June 19	Wednesday, June 25
Examinations	Thursday, June 20	Thursday, June 26
Residence halls close 10:00 a.m.	Friday, June 21	Friday, June 27

SECOND SUMMER TERM
(June/July Five-Week Term)

Registration begins	Monday, March 11	Monday, March 10
Residence halls open 2:00 p.m.	Sunday, June 23	Sunday, June 29
Classes begin 8:00 a.m.	Monday, June 24	Monday, June 30
Last day to add courses	Wednesday, June 26	Wednesday, July 2
Last day to drop courses without penalty, or change to pass/fail	Tuesday, July 2	Tuesday, July 8
Independence Day observed	Thursday, July 4	Friday, July 4
Daytime classes made up on	*Friday, June 28*	*N/A*
Evening classes made up on	*Wednesday, July 10*	*N/A*
Individual courses cannot be dropped after this date	Monday, July 8	Monday, July 14
Classes end; last day to withdraw from this term	Tuesday, July 23	Tuesday, July 29
Reading Period	Wednesday, July 24	Wednesday, July 30
Examinations	Thursday, July 25	Thursday, July 31
Residence halls close 10:00 a.m.	Friday, July 26	Friday, August 1

2001

JULY

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2002

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2003

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JUNE

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